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ABSTRACT

Based on the Florida Linkage System Project, this training program introduces school personnel to methods and resources for group problem-solving and decision-making. The program focuses on developing and refining skills for communication, data gathering, problem analysis, decision-making, goal setting, and program development. A primary objective of the training is to enable participants to become more effective group members. A related program objective is to facilitate the development of trust and communication among group members. The program is designed for use in a continuous sequence over five or six days with teams of 4-6 persons made up of the principal, two or three teachers, and other district staff. The workshop assists members in methodically solving work-related problems, instituting a linking network, and helping others with these activities. (Author/JM)

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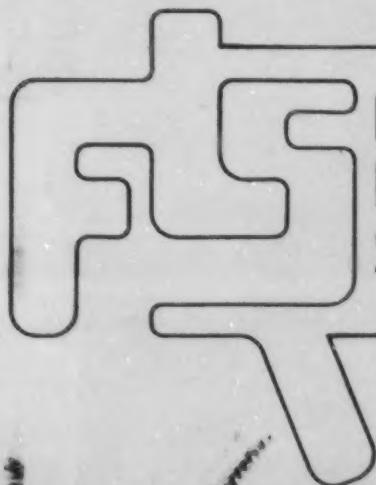
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**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

HANDBOOK FOR TRAINERS

Set I

EA 012 354



**FLORIDA
LINKAGE
SYSTEM**

A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
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FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

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PRE-WORKSHOP MODULES

Introductory Module: Introduction to the Florida
Linkage System (Case Study)

0 Assessing the Needs of the Organization

WORKSHOP MODULES

- 1 Orientation
- 2 Problem Solving Simulation (Case Study)
- *3 School as a Social System & the Bolman Model
- 4 Communications Skills
- *5 Feelings and Perceptions
- 6 Principals' Training for Project Leadership
- 7 Management Theory & Goal Consensus
- 8 Skills for Facilitating and Linking

*These modules should not be used out of order or out of context

- 9 Individual Strengths in Groups (LIFO)
- 10 Concepts and Skills of Feedback
- *11 Prioritizing Goals
- 12 Decisions Based on Data
- 13 Defining the Problem
- 14 Force Field Analysis
- 15 The RUPS Model
- 16 Developing an Action Plan and Defining Roles
- 17 Exploration of Alternatives (Mini-Sessions)
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- 19 Linker Training for Organizing a Linkage Sub-system
- 20 Organizing a Linkage Sub-system
- 21 Contingency Planning and Trouble Shooting
- 22 Reporting and Assessing Processes and Results

POST WORKSHOP MODULES

- *23 Solution Selection: A Process for Matching the Solution to the Problem
- 24 Planning for Solution Implementation
- *25 Influencing the Faculty

*These modules will be more useful if used when they are actually needed rather than ahead of time.

PREFACE

Those who have developed training materials know that designing, field testing and revising new materials is a never-ending task. It requires much support from friends and critics and it requires willingness to revise and revise and revise. Each new edition seems to result in new insights, new ideas, new criticisms. One usually runs out of financial support long before one is fully satisfied with the product. Such is the case with these materials.

As you learn to appreciate the power and complexity of these materials, please note that Ms. Anna Nuernberger is the primary designer and developer. Her insights and inventiveness have given form and life to diffusion training.

Two people from the Options from the Research and Development (ORD) Unit of the Research and Development Utilization Project* should be mentioned, as well. Dr. Robert Gagné and Ms. Margaret Dyerson are responsible for developing much of the structure and criteria for problem definition and solution selection used in these materials. Their advice and assistance have been invaluable. They always were more than willing to go the "extra mile."

Many people have helped in the design and development of the materials. Key people and institutions are listed on the following pages. Special thanks and recognition should be given to Ms. Loretta Ramsey and Ms. Marjorie Morales who have done the behind-the-scenes typing and editing.

*The Options from the Research and Development (ORD) Unit of the Florida Linkage System Project were functioning units during the development of the Florida Linkage System. These organizations no longer exist. However, the concept and services they provided should continue and can be performed by many already existing organizations.

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The Schools in the Florida Linkage System (listed below)

SCHOOLS PARTICIPATING IN THE WORKSHOP ON FACILITATING & LINKING
January 17-21, 1977

Bethune Elementary School
10th Street
Haines City, Florida 33844
813/422-1307

Blountstown Elementary School
Fuller Warren Avenue
Blountstown, Florida 32424
904/674-8169

Bond Elementary School
2204 Saxon Street
Tallahassee, Florida 32304
904/488-7676

Brevard Elementary School
2006 Jackson Bluff Road
Tallahassee, Florida 32304
904/487-2140

Bristol Elementary School
P.O. Box 608
Bristol, Florida 32321
904/643-3543

Clewiston Primary & Intermediate Schools
Clewiston, Florida 33440
813/983-8803 and 813/983-6113

Cottondale Elementary School
P.O. Box 529
Cottondale, Florida 32431
904/352-4204

East Elementary School
4230 N. Fairway Drive
Punta Gorda, Florida 33952
813/639-1549

Booker Bay Campus
3201 N. Orange Avenue
Sarasota, Florida 33580
813/355-2967

Gocio Elementary School
3450 Gocio Road
Sarasota, Florida 33580
813/355-2794

Graceville Elementary School
Graceville, Florida 32440
904/263-3530

Heights Elementary School
Route 3, Box 550
Ft. Myers, Florida 33901
813/481-1761

Moore Haven Elementary School
P.O. Box 160
Moore Haven, Florida 33471
813/946-3629

Nocatee Elementary School
P.O. Box 188
Nocatee, Florida 33864
813/494-4511

Polk Avenue Elementary School
110 East Polk Avenue
Lake Wales, Florida 33853
813/676-1121

Port St. Joe Elementary School
Port St. Joe, Florida 32456
904/229-3221

Rochelle Elementary School
1501 N. Dakota Avenue
Lakeland, Florida 33801
813/683-2707

Tuttle Elementary School
925 N. Brink Avenue
Sarasota, Florida 33580
813/955-4215

Vernon Elementary School
Vernon, Florida 32462
904/535-2486

Leonard Wesson Elementary School
2813 South Meridian
Tallahassee, Florida 32301
904/488-7526

SCHOOLS PARTICIPATING IN THE WORKSHOP ON FACILITATING AND LINKING

AUGUST 14-19, 1977, ORLANDO

AVON ELEMENTARY
705 W. Winthrop
Avon Park, FL 33825
(813) 453-4755

SOUTHPORT ELEMENTARY
Box 8000Q
Panama City, FL 32401
(904) 265-2810

CALLAWAY ELEMENTARY
7115 Highway 22
Panama City, FL 32401
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Panama City, FL 32401
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ZOLFO ELEMENTARY
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Mary Esther, FL 32569
(904) 581-0213

GLYNN ARCHER MIDDLE SCHOOL
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Key West, FL 33040
(305) 294-9591

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MARY ESTHER ELEMENTARY
Highway 98
Mary Esther, FL 32569
(904) 243-1235

OKEECHOBEE SOUTH ELEMENTARY
Route 4, Box 220
Okeechobee, FL 33472
(813) 763-3182

The materials which follow are designed to increase the capacity of principals and teachers to confront and deal with problems found in schools. We wish them well in the use of these materials and would welcome their comments and suggestions.

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Persons who wish to implement programs which they choose as a result of this training may obtain funding and assistance from the following sources: Title IV C, Adapter Grants; Staff Development Funds available from local school districts; Compensatory funds; Discretionary funds available for textbooks and materials; Parent-Teacher Organizations; and funds for state adopted textbooks. In addition, help is available in Florida through project FREE, representatives of the state education agency from the Florida Research in Educational Change offices, as well as through consultants from the Basic Skills office, the Title IV office, and the Teacher Center Office. Finally, interested persons may also call upon faculty and administrators from the local school districts, as well as from the colleges and universities.

These materials can be obtained from the Office of Dissemination and Diffusion in the Florida Department of Education in Tallahassee, Florida.

SECTION I

HANDBOOK FOR TRAINERS

1. OVERVIEW AND RATIONALE

The Florida Linkage System

Between 1976 and 1979, the Florida Department of Education (DOE) completed a field test of the Florida Linkage System (FLS) which was developed as a means of responding to locally identified needs. The project was sponsored by the School Practice and Service Division of the National Institute of Education. The major goal of this project was to identify school-based problems related to basic reading and math skills, and provide a link to appropriate R&D products or practices in an attempt to alleviate the problems. Eight Teacher Education Centers (TECs) along with twenty-nine schools in these centers participated.

The FLS, developed as a systematic process for responding to classroom needs, begins with local problem identification and analysis. If schools need assistance, a Teacher Education Center staff member, called a linking agent, is available to help. Should further aid be called for, the linker is able to secure the services of a consultant from the DOE or a university.

Once the problem is analyzed and parameters for a possible solution are set, the problem statement is forwarded to a search unit within the DOE. This unit, directed by Dr. Robert Gagné, Florida State University, studies the available validated R&D products and practices, and delivers to the school synopses of those options which best fit the problem and the particular school context.

Upon request, the school may receive assistance from a TEC linker,

or a DOE or university consultant, in analyzing the options. However, the final decision of solution adoption or adaptation is made by the school itself. The project funds the implementation of the selected solution, based on a simple proposal written by the school explaining plans for installation and funding.

Training Program

To develop skills in problem solving, a five-day training program was developed, in which staff members (principal and one or more teachers) from each site school, linking agents in TECs, DOE, and universities participate. Training includes such activities as group process strategies, how change occurs, conflict management, problem solving, and goal prioritization.

The purpose of the workshop is to provide a set of experiences for this team of persons to assist them in (1) methodically solving their problems, (2) instituting a linking network, and (3) helping others in these activities.

The workshop provides a set of experiences that can be correctly called "situational learning." The workshop moves beyond this, however, to link the activities to the concepts of research (careful definition of a problem, use of data, consideration of alternative solutions, and evaluation). Persons who complete the workshop do not come away with a product as such, but rather with a process; they have gained skills which will assist them in working with others at the local level, and procedures for systematically solving problems.

A set of modules (highly structured, self-contained learning activities) introduces school personnel to some methods and resources for school problem-solving and staff development, and suggests the use of certain skills, such as communication techniques, problem analysis, decision making and goal identification. A central purpose of the training is to enable participants to become more effective group members. The goals of the FLS training follow.

As a result of the workshop, participants will:

1. Understand and be committed to making the Florida Linkage System (FLS) work.
2. Be able to explain facilitating and linking functions in the Florida system of education.
3. Conceptualize the school as a social system and apply that concept to their own work situations.
4. Analyze the forces operating in the schools which promote or inhibit change.
5. Analyze their roles as facilitating or linking agents in the school and in the FLS.
6. Practice the facilitating and linking skills needed to foster school improvement.
7. Improve their communications, team building and problem-solving skills.
8. Be able to help teachers in the building with problem identification, problem definition, communication with the FLS, solution possibilities, solutions selection considerations, and the implementation of a school improvement course of action.
9. Select interpersonal or technical skills on which they wish further training and engage in that training, such as
 - evaluation and record keeping for the project
 - proposal writing to obtain R&D resources
 - dealing with resistance to change
 - needs assessment
 - group process skills

- leadership styles
- practicing group roles
- dealing with conflict

10. View themselves as adequate in the roles they plan for themselves.

The modules are about one and one-half hours long and are meant to be used in sequence. While each module focuses on a specific topic, the topics overlap from one module to the next, so that both the content of the training and its effects are cumulative. It is important that care be taken in selecting and sequencing modules.

The activities are structured and carefully timed. Theory is combined with practice in each session through a "DO-LOOK-LEARN" strategy.

The "DO-LOOK-LEARN" approach can be described as follows:

- DO: A situation is created in which the focus is doing. You engage in activities, given all or some of the following: a situation, a task, a document, some criteria, a confrontation.
- LOOK: Look at yourself doing. You examine the activities, make judgments about what happened, apply evaluation criteria, reflect about why things happened as they did.
- LEARN: Decide what you have learned to do differently. Learnings are absorbed by linking the activities to your own situation, by using theoretical inputs to understand the activity, by making decisions about how the insights gained can be adapted and modified for your own issues in the back-home situation.*

The "linking" aspect of this approach is especially important in helping individuals relate the skills learned in this workshop to the problems identified in their back-home groups.

The 22 modules were field tested in a continuous sequence for five or six days. Teams were taken far away from the home setting. Arrangements were made for participants to stay in hotels with expenses paid. These arrangements freed participants from extraneous responsibilities and

*Preparing Educational Training Consultants (PETC I), Northwest Regional Educational Laboratory, Portland, Oregon.

allowed for an intensive training experience. The only obligations of the trainees were to their teams and their own development. These arrangements were as much a part of the design as any of the paper or audio-visual materials.*

While each module has specific objectives, all the modules together have the objective of breaking down the intangible barriers which separate people so that trust and "groupness" may develop. The product of the training is not so much cognitive gain as it is an increased awareness of one's own perceptual field, of the differences among the perceptual fields of individuals, and of the way these differences alter group life.

Training activities are designed to move the individual's attention from her** own perceptual field and personal processes as a data gatherer to the processes of other individuals and to the group's process. The focus of attention alternates between self and the group. The individual is given guidelines for monitoring her self while attending to the group process, and gradually she becomes more aware of the social dynamics of the present situation and of their effects on her personally, on other individuals in the group, and on the group as a whole. She is constantly reminded that she is a social being. She watches how her own behaviors relate to and influence the system, and she has opportunities for reflecting on how she should change herself to become more influential on the system.

The trainer's role is very different from the teacher's. The trainer

*At the present time, any other sequencing should be considered a field test, and arranged accordingly.

**Feminine and masculine personal pronouns have been used at varying times in these materials to reflect the fact that both women and men can and do serve in all of the roles described herein.

tends to give the directions and to stage manage rather than to impart concepts. The "answers" do not come from the trainer--they come from individuals as they interact in the group, and the group's "answers" are a synthesis of individual answers. The group's frustration mounts in the early phases before it has learned to integrate its perceptual fields. The competent trainer recognizes the frustration as a necessary condition for learning and does not interfere, except to clarify the directions which will enable participants to practice the group process skills.

Effective teamwork results from a sensitivity to behavior which may signal a specific interpersonal need experienced by a group member at a given time, with subsequent appropriate responses from teammates.

Schutz* explains that an individual's interpersonal behavior is determined by needs in areas called inclusion, control and affection. When these needs are met, interpersonal relations progress smoothly; when they are not met, individuals may experience frustration, conflict and lack of motivation to achieve the group's goal.

The inclusion needs are to give and receive inclusion, especially:

- to feel confident of belonging to a group
- to have a distinct identity as an individual
- to be accepted
- to be allowed to pursue personal, individual interests
- to receive attention from others
- to become known, and hopefully, understood.

The inclusion need cannot easily be satisfied by a single individual; a group is required. The question is "in" or "out," and the individual's

*Schutz, Will. FIRO-B: A Three Dimensional Theory of Behavior. New York, Holt-Reinhart, 1958. See also Leaders of Schools, University Associates, 1977.

basic inclusion question is "Do I fit in?"

Control needs are to give and receive control, and include:

- to feel secure
- to feel adequate
- to deserve respect
- to participate in decisions
- to work cooperatively with others.

Although inclusion questions are always between the individual and the group, control questions may be between the group and the individual, or between individuals. The question here is "top" or "bottom," or "Where do I fit in?"

Affection needs are to give and receive affection, specifically:

- to be personal
- to be close
- to be intimate
- to be appreciated
- to feel lovable

Affection always occurs in a one-to-one relationship. The questions of "How near" or "how far" we are supposed to relate must be settled to the satisfaction of both parties for a relationship to exist; or within a group, it is a question of how personal the members of the group will be and how intimate is the atmosphere of the group.

The orientation which individuals have to interpersonal relations varies greatly. While some individuals experience very little need for interpersonal relations, others experience a great need. For most people, needs in one or two areas, such as inclusion or control, are the primary motivators; for these people the other need(s) are less important. This means that what a group wants to get out of its work together may be different for each member of the group. Developing group processes which are comfortable for all members of the group can be challenging. Typically,

elementary school teachers have a high need for affiliation which is satisfied by expressing and/or receiving inclusion and affection. School administrators, on the other hand, typically are individuals with higher needs for control. What may seem like brisk efficiency to some is seen as cold and brusque by others. What is warm and caring to some may seem cloying to others. For two groups to work together comfortably, concessions must be made on both sides. The goal, of course, is to develop trust and group cohesion. Trust within the group results when the members of the group (1) know who they are, both as individuals and as a group, (2) have an explicit understanding about what to expect from the group, and (3) see their expectations of the group confirmed over a period of time. When the group's work together results in achievement and recognition, the group becomes motivated by the most powerful of all motivators, esteem and personal growth. Group cohesion is the outcome. Group cohesion indicates that the individuals in the group have developed processes which permit them to meet their interpersonal needs, and to receive esteem and experience self-actualization through active pursuit of the group's goals.

For these learnings to occur, individuals need to remain close together and attentive to one another for an extended period of time. Continuity of group interaction is necessary in order to develop a sensitivity to the dynamic processes of any group. Most school people have received little or no training in group processes, and cannot benefit fully from the basic purpose of these materials when the materials are presented in smaller clusters, or on home "turf."

Short training periods may not develop the needed teamwork. Long sessions result in varying amounts of frustration and tension, depending on the level of interpersonal competence and comfort with the collaborative processes. Given time enough, it becomes apparent to the very frustrated individual that changes of attitude and behavior are necessary. Short training sessions do not create a psychological imperative within the individual either to discover or to practice the behaviors which influence the group, nor do they generate the energy needed to change the self. They do not provide time enough to gather information for understanding the different needs and perceptions, and their meanings to the perceiver, or to study one's own subtle needs and perceptions which lead to an increased awareness. Distractions interrupt the continuity which develops sensitivity to the patterns within ever-changing transactions; interruptions cease the delicate, internal explorations which lead to discoveries of new ways to be.

Those who arrange for staff development activities speak often of the "requirements of reality," and ask for short training sessions in the home setting. It seems appropriate to remind them that "reality" is often created, and meaningful transformations require bold actions. It seems appropriate that, if individuals are to see themselves as change agents of a social system, they be given the opportunity to clarify their own relations to groups and to increase their skills in dealing with them. This, we believe, takes time, and is an important enough need for it to be dealt with in reality--by providing ample time.

The materials can be used in small clusters, of course, but the trainer should be cautioned to select and sequence modules carefully, and to set the participants' expectations and his own to correspond with the investment.

That is to say, since the training is cumulative, much less can be expected or accomplished in a short period of time.

A thorough discussion of these factors should be a part of the planning process for the training.

2. CONDUCTING THE WORKSHOP*

Some assumptions about the trainers of these materials must be made:

- Trainers have previously participated in an FLS workshop
- Trainers have conducted at least several group process skills workshops previously, using structured materials such as RUPS, IPC, or PETC
- Trainers are acquainted with change theory and have worked as change agents
- A senior trainer will have at least one co-trainer and an assistant

It is important that all leaders be experienced with the system.

These materials are not meant to be used by persons who have not, themselves, experienced the training as workshop participants. Without experience, one can expect to have difficulty understanding some of the materials and knowing how to respond appropriately to participant needs. Trainers who do not model the training outcomes in their interactions with participants cause an inconsistency in the design which is confusing to participants. This can produce feelings of resentment so that, in the final analysis, training conducted by an unskilled trainer is not likely to achieve the desired outcomes, and may even do more harm than good.

The sections of the materials entitled "Instructional Strategies" (green pages) provide suggestions for giving directions. It is expected that the leader will become familiar enough with these directions so he

*Many of the ideas in these pages are discussed thoroughly in the Introduction to Research Utilizing Problem Solving (RUPS), a training workshop developed by the Northwest Regional Laboratory in Portland, Oregon. Less experienced trainers may find it useful to review those pages.

can deliver them briefly in his own style. It is not intended that the leader read the directions to the participants, but rather that he phrase them in his own words. Many directions are repeated on the participants' materials. The leader should strive to keep his remarks brief, talking only enough to reassure participants that he is open to them and available for clarifying directions.

Keeping time is a major task of the workshop leader. He can expect some expressions of frustration concerning going too fast or too slowly. Until the leader is thoroughly familiar with the design, it is recommended that he adhere closely to the suggested times, with some adjustments according to what happens in the workshop. Only experience can help the leader learn to be appropriately flexible about variations in timing. In most cases, through observation of participants, the leader can determine whether or not the objectives of the activity as stated in the rationale have been met. If they have not, a trainer intervention may be necessary. When the objective for the activity has been met, time can be called if necessary to keep to the schedule, even though participants may wish to continue with the activity for reasons of their own. If this happens, remind participants that they can pick up with the same activity afterwards, and that it is important to keep to the planned agenda.

Occasionally, there may be timing problems or reactions of some participants that cause the workshop leader to consider making changes in the training design. Unless the leader has considerable experience in designing and conducting this kind of process-oriented training, it is strongly advised that he not alter or adapt the recommended design. The success of some of the exercises, such as those concerning the "concept

of feedback," and "feelings and perceptions" depends heavily on the sequence of prior exercises. Negative reactions can result when they are used out of context. Other exercises may gain positive reactions when used alone, but will probably contribute little to real educational improvement unless used appropriately in the total context of the FLS design.

The next to the last activity in each module is for the purpose of developing closure. A ten-minute time period has been assigned to that activity, but more or less time may be used at the discretion of the trainer.

The workshop leader should be careful to avoid defending the design to participants who feel critical at times during the training. There are many possibly valid reasons for a participant to feel critical occasionally, just as there are also possibly idiosyncratic reasons for some individuals to feel critical. The design provides some opportunities for individuals to work through their needs to express criticism, while devoting most of their energies to increasing desired competencies. In most cases, the leader can be most helpful to participants by accepting the validity of their critical feelings, expressing hope that their experience in the workshop will improve, and then moving ahead with the design.

There is an intentional "discovery" element to this design. Evaluation has shown that a majority of participants feel confused at one point or another, but arrive at the dawning of a personalized comprehension at some later point. This effect is intentional and desired; it is believed

to increase the probability of later implementation of what is learned more than would be the case in a seemingly clearer, more didactic training design.

For most participants, comprehension of the experience will arrive sometime after the second or third full day of training. It is especially important to avoid defending the design before this occurs, and it will probably not be necessary afterwards. A short meeting for the purpose of receiving feedback on how the workshop is going should be scheduled at the conclusion of the second, or preferably the third day. (See Five-Day Schedule on page 21.) The leader should make it a point to clarify objectives, but not to defend the design. The criticism which is given in such a meeting may seem harsh, but the trainer can best serve the client by maintaining an open and appreciative attitude. This is expressed by frequent paraphrasing and thanking participants for their information. The form, Psychological Contract (which may be distributed ahead of time), is used by the participants during the meeting, and can be given to the trainer after the meeting for more careful study later. It should be announced that the meeting will last forty-five minutes and the schedule should be adhered to if at all possible. The outline for running the feedback session appears on the following green pages.

From time to time, it is desirable to use newsprint and tape the sheets to the walls. Some of these are produced by participants and others may be the results of the trainer's efforts to clarify a point. Newsprint has been suggested because, unlike chalkboard messages, it can be retained for later use. When the newsprint is left in place for several days, its message is available for frequent reinforcement and

LINKING IN THE TEC FOR FEEDBACK ON TRAINING

ACTIVITY	TIME	RATIONALE
1. Introduce the session	2 minutes	To permit participants to form appropriate expectations
2. Reflection	5 minutes	To allow alone time for reflection on psychological contracts
3. Linking in the TEC for feedback on training	25 minutes	To clarify the purpose of the linking simulation, to receive feedback on the training
4. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
5. Training Evaluation	3 minutes	To gather feedback on this training session

LINKING IN THE TEC FOR FEEDBACK ON TRAINING

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Psychological Contract	Introduce the session by announcing to participants that the next half hour is to be spent with other participants from their TEC. They should use some of this time to discuss the training so far. Read the schedule to participants, clarifying where each group will meet. Call HANDOUT 1, Psychological Contract, to their attention. It is meant to give them a guideline for focusing their feedback about the training. Open the discussion by explaining the methods and purposes for process observation. The trainer should model the maintenance roles by making supportive and harmonizing statements, using careful listening and paraphrasing skills and inviting everyone wishing to speak to do so. Follow the feedback guidelines, remembering that a trainer is most effective when receiving feedback as though it were given in order to be helpful. If participants express frustration, probe for clarity about its causes. If the frustration is caused by factors other than the training experience itself, it may be possible to change that. Consensus testing is useful to see how many people agree with each other about the feedback. When it seems that everyone who wants to has talked, thank the participants for their feedback and begin to develop closure. Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which lead to psychological closure.
TRAINING EVALUATION (Appendix) Data Collection forms	OPTIONAL: Instruct participants to complete TRAINING EVALUATION forms. (Forms are located in Appendix.) Remind participants to fill out data collection forms.

PSYCHOLOGICAL CONTRACT

OBJECTIVES WHICH HAVE
BEEN REALIZED

OBJECTIVES YET
TO BE REALIZED

Other feedback I want to give about the training:

(To be used by participants to prepare for a meeting to give feedback on
the training)

makes the environment seem "owned" by the workshop participants.

There are many pieces of participant materials, and these are more easily handled by giving them to participants in a set rather than one at a time as "handouts" are usually passed out. Nevertheless, the materials are called "handouts" to suggest that it is rather pointless to study the materials ahead of time as one might an ordinary course textbook. These "handouts" set the stage for entirely different experiences when used in the context of the group as contrasted with merely reading them alone. The trainer's explanations and the group's interaction provide at least half the content of the "course." Therefore, the trainer can reassure participants that there are no preparation assignments. Many participants do, of course, review the materials often after encountering them first in the group situation.

On the other hand, there are several actual handouts which are not given to participants until a specified time. These are a different color (yellow) from other materials to help the trainer keep them separate.

3. PRE-WORKSHOP ORIENTATION FOR PARTICIPANTS

The trainer should work with linkers and school personnel to develop an appropriate psychological set for the training. It is very important that the nature and purposes of the training be understood ahead of time. The trainer and linker should visit the school and become familiar with the situation there. They should administer a needs assessment of the organization (Module 0), and study the results and prepare tally sheets and rating sheets for each member who will participate in the training. The first article in the Handbook for Trainers, "Overview," should be studied and discussed with opinion leaders from the school.

A firm commitment of time should be made before the schedule is finalized. The trainer should organize trio group discussions for the planning group to assure that everyone who wishes to gets a chance to speak. These procedures will also give participants the opportunity to experience important elements of the training ahead of time, and give them a clearer impression of the workshop design.

Every effort should be made to secure the principal's active involvement in the training. Many principals believe that they can give the support which is needed without actually becoming involved. This is rarely the case. It is impossible to support what one doesn't understand. The principal is the gatekeeper of the school and has the power to cause considerable interference, deliberately or otherwise. Sometimes, with the best of intentions, the principal leaves the teachers to proceed with planning without her, expecting to understand and comply with their requests when the time comes. However, the principal will probably undertake some

separate planning; separate planning operations means that there are two separate and, perhaps, different perceptions of the situation, two separate sets of assumptions which result in two separate sets of priorities.

The act of planning usually develops some conviction that the goals of the plan are the proper ones and thereby stimulates feelings of commitment to these stated goals. Therefore, when there are two separate planning operations in the same organization, a conflict of priorities is almost inevitable. The conflict is commonly resolved by complying with the goals selected by the planner with the higher status. This can be avoided by having one planning operation. It means that the principal should be an active participant in the training process.

Other participants should be in the training because they have volunteered to be included. Greater resistance and fewer positive outcomes can be expected when participants are coerced into attending the training.

4. SCHEDULES

When training is concentrated and intensive, it induces participants to produce more than superficial changes. A five-day workshop in which the Orientation Session is conducted on the evening before the workshop is to begin, and which is held in a retreat site is the preferred course. Workshops of two-and-one-half days' duration held on consecutive weeks is the next best plan. A two-day workshop followed by three one-day workshops over a period of four weeks is a third alternative. A two-day workshop followed by half-day sessions for a period of five to seven weeks is yet another alternative. Cutting the training blocks into smaller segments than this would probably result in training with little impact or change.

Because the training has a tight schedule, rest periods between sessions are needed. It is recommended that twenty or thirty minutes of free time be allowed between modules, and that at least an hour for lunch be scheduled in day-long workshops. Shorter rest periods decrease participation. Also, since these materials are very intensive and require much effort and time, an experienced trainer might wish to add a lighter exercise occasionally to help participants maintain their interest and enthusiasm.

A schedule of the five-day workshop is as follows:

FLORIDA LINKAGE SYSTEM

HANDBOOK (p. 21)

FIVE-DAY SCHEDULE

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30		(2) Problem Solving Simulation (Case Study)	(7) Management Theory and Goal Consensus	(12) Decisions Based on Data	(16) Developing an Action Plan and Defining Roles	(20) Organizing a Linkage Sub-System
9:00						
10:00		BREAK	BREAK	BREAK	BREAK	
		(3) School As A Social System & Bolman Model	(8) Skills for Facilitating and Linking	(13) Defining the Problem	(17) Exploration of Alternatives Mini-Session #1	BREAK
11:00						(21) Contingency Planning and Trouble Shooting
12:00		LUNCH	LUNCH	LUNCH	LUNCH	(22) Reporting & Assessing Processes & Results
						Final Word
1:00		(4) Communications Skills	(9) Individual Strengths in Groups (LIFO)	(14) Force Field Analysis	(17) Mini-Session #2	
2:00						
		BREAK	BREAK	BREAK	BREAK	
3:00	Check-in and Registration	(5) Feelings and Perceptions	(10) Concepts and Skills of Feedback	(15) RUPS Model	(18) Simulating Linking to Revise Plans	
4:30				(Handbook) Linking with the TEC for Feedback	(19) Linker Training for Organizing a Linkage Sub-System	
5:00		SOCIAL HOUR				
6:00	(1)* Orientation					
		(6) Principals' Training			TALENT NIGHT (Optional)	
9:00						

*These numbers refer to Workshop Modules

The modules are numbered in sequence. The zero numbered module, "Assessing the Needs of the Organization" is to be completed before the training workshop. The data collected by this module provide the basis for the study of the school as a social system.

The first ten modules contain activities designed to orient participants to group process training and to teamwork for school problem solving. For these modules to have much impact, participants should experience them in two consecutive days. A suggested schedule for two-day workshops appears on the next page.

If time does not permit the use of all ten modules, the tenth module may be postponed.

The first nine modules are critical to the orientation of the participants to the FLS system and training, and contain interdependent activities and concepts. Whatever schedule is selected, it should be presented to the participants during the Orientation Module in the same form as it is presented here.

FLORIDA LINKAGE SYSTEM

TWO-DAY SCHEDULE

3:00 p.m.	THURSDAY
	(1)* Orientation
5:30 p.m.	

8:30	FRIDAY	SATURDAY
9:00	(2) Problem Solving Simulation (Case Study)	(7) Management Theory and Goal Consensus
10:00	BREAK	BREAK
11:00	(3) School As A Social System & Bolman Model	(8) Skills for Facilitating and Linking
12:00	LUNCH	LUNCH
1:00	(4) Communications Skills	(9) Individual Strengths in Groups (LIFO)
2:00		
3:00	BREAK	BREAK
	(5) Feelings and Perceptions	(10) Concepts and Skills of Feedback
4:30		Faculty Meeting**
8:00	(6) Principals' Training	
9:30		

*These numbers refer to Workshop Modules

**A short faculty meeting for the purpose of selecting facilitators and announcing next steps.

5. PHYSICAL ARRANGEMENTS AND GROUPS

Schools are not appropriate sites for inservice training during the months that school is in session. When workshops are held in schools, participating teachers and principals are interrupted frequently. When participants are away from school, the system somehow functions without them, and they are permitted an opportunity to get the most out of the training. Even when there are few interruptions, participants in workshops held in the schools where they work are surrounded by reminders of other demands on their time. For many people, this is a powerful distraction which interferes with their ability to become sufficiently involved in the training. Likewise, when family members are nearby, school personnel may feel compelled to respond to requests which would not occur if the individual were away at a training conference. The training is intensive and demanding. When participants have no other obligations to perform, their minds are free to continue to probe for understanding new discoveries during the off-workshop hours. For these reasons, it is preferable to hold this type of training in a retreat site, the further from home and school, the better.

The workshop space should be large enough so that small groups can space themselves apart during discussion periods. When groups are too close together, the noise level becomes high. After several hours, this can produce tension. A comfortable arrangement allows a distance of several feet between each group.

Large, round tables will permit a trio or quartet to work on each side of the table. When trios join, they need only to lean across the

table to become a sextet. Two small tables can also provide a comfortable arrangement for the tables can be pulled apart or pushed together according to the requirements of the activity. Tables should be large enough to support books, newsprint pads, pens and drinks.

A number of activities require the posting of newsprint sheets. For this reason, a lot of wall space is needed.

Other requirements of the space are: adequate light, comfortable ventilation, convenient toilet facilities and readily accessible beverages.

Wherever possible, participants from the same school should be seated at one table, with a limit of eight people to a group. The materials are designed for small group discussions, and will not work for larger groups in the time periods allowed. If, for any reason, a school team is larger than eight people, it should be divided into two groups. There are a number of modules in which two teams combine to share plans. This allows two groups from the same school to share their progress, as well as allowing teams from different schools to get acquainted.

When the workshop is very large and there are teams from many different schools, it is important to have a person trained in group processes at each table. A "large" workshop would be 36 people, for example.

If participants are all from the same school, it would be preferable to ask people to work with those they know least well. This is because it is often easier to practice new communications skills in situations where habits and patterns are not yet established. The LIFO module, #9, asks that ongoing teams work together for the purpose of making plans for continuing reinforcement and support to one another

for skill building after the training. During this session, it is worthwhile to ask for grade teams, curriculum committees or whatever seems best, to work together, but the rest of the training should be experienced with the same groups who started together on the first module.

It is important for linkers and resource people to participate in the training with school personnel. If people from outside the school are to develop relationships of trust with those inside the school, they must spend time together engaged in a process of the type experienced with these materials. These people should be grouped with the principal, curriculum coordinator and other opinion leaders in the school. A school team should have a linker from the TEC and resource linkers from both the district and the college. Other linkers from the DOE and professional organizations can be very helpful, too.

The school personnel team members are referred to throughout the materials as "the facilitators," or "the facilitator team." This group should include the principal, and another person chosen by the principal such as the assistant principal, curriculum coordinator or school counselor, plus one or more teachers elected by the teachers. When teachers have a voice in the selection of their representatives, they are more open and more committed to the leadership provided.

6. DATA COLLECTION

Low inference evaluation of a training set can be designed to observe changes in group patterns, such as those occurring in communication or influence. How much more powerful an individual will feel in the back-home group, or how his efforts will be changed as a result of those feelings, can only be measured later.

The following is a low inference feedback system for those being trained. It provides formative evaluation data after every module and includes forty-five questions (see pages 32-34). Using Cronbach's idea of item sampling, a 10% sample of the forty-five questions can be obtained by asking each participant to respond to one page of the data collection at the close of each module. (See yellow pages I to IX at the conclusion of this section.) Participants should be organized to assure that (1) each participant responds to a different set of five questions after each module, and (2) each set of questions (1 page) is responded to by at least 10% of the total group. If the training group is very small (fewer than 30), the sampling process will not work. In this case, it is necessary to select about seven key questions and ask all participants to respond to all questions after each module.

About seven items from the forty-five should be tabulated immediately at the end of each session and posted on large newsprint. The idea is to enable immediate feedback to trainers and trainees on "what is happening." Later the large body of data can be analyzed to provide feedback for revising the training.

The purposes of the evaluation include:

- (1) providing formative evaluation for revising the training,
- (2) modeling as a stimulus to trainees to gather and use data,
- (3) detecting any long-term changes in the trainees themselves re the objectives of the program, and
- (4) practicing an approach to evaluation that enables much data to be collected with limited effort by the trainees.

Since the FLS system gives the user final judgment about what is or is not helpful in solving problems, it seems especially important to get data about how the training is perceived.

Feedback during the Workshop

The trainer should explain the several purposes of the data collection at the close of the first module. Later, as interesting data are posted, the trainer should encourage participants to study them during breaks and conjecture on their interpretation. This will stimulate interest in both the process and the results. If participants do not get involved, responses decline and samples are not large enough. Also, the goal of stimulating interest in ongoing data collection will not be realized. Therefore, it is worthwhile to expend some effort to assure the effectiveness of the data collection.

It should be noted that several questions are repeated or restated only slightly differently on different sheets. This provides a validity check across samples, to determine whether or not the sampling process is adequate.

Evaluating the Two-Day Workshop

The data collection materials can be used in the same way for workshops of varying lengths, except for the use of the page entitled "Questions for Last Day Only." This page should be used at the close of the two-day workshop, after the regular data collection has been completed. This will provide feedback data on the nine or ten modules which have been completed, plus a check of the participants' overall perceptions of the training.

The data collection should be the final activity of each module, regardless of the schedule for the training. The questions for the last day can be administered a second time at the end of the training.

Interpreting the Data

Methods of analysis include:

1. Item analysis, trends for day or week.
(This is the most effective method for feedback to participants during the week.)
2. Session analysis, comparison of positive responses (3.5 or over) with negative responses (3.0 or less) and uncertain responses (3.0 to 3.5).
3. Comparison of item and session for changes in mean scores.

Assumptions

Increases in scores probably indicate a corresponding increase in understanding or insight. Some decreases in mean scores may indicate an increased understanding of the complexity of the problem-solving process, or they may represent a defense against developing high hopes leading to later disappointment. When the baseline is 3.5 or over, it is likely that the participants are having a positive experience, and a decrease

in the scores may well be due to one of the factors mentioned above.

Other factors which may affect the scores are:

1. reluctance to appear boastful, hence a lower score
2. reluctance to seem critical, hence a higher score
3. insufficient time to reach closure on certain points
4. questions which suggest participants must make guesses beyond the data available to them.

A baseline between 3.0 and 3.4 indicates uncertainty on the part of the participants. All decreases of at least .2 are considered significant and require explanation. Baselines below 3.0 are taken to be definitely negative. It is necessary to make these assumptions because otherwise the feedback seems almost entirely positive, and therefore less useful for spotting and correcting inadequacies in the training materials and design.

Examples of some of the interpretations from the second field test are on the following pages.

There are many ways of looking at evaluation data. One possibility is to do an item analysis of the data collected after a session, and to rank the items according to their mean scores. An example of this procedure as it was used for the first session on the second day, Management Theory and Goal Consensus, is shown on page 35. Item 27 was rated highest, 14 was lowest. Another way to use data is to compute session mean scores and to plot the results for the entire workshop on a graph in order to obtain a baseline (see page 36). Daily mean scores for each item can also be determined to highlight emerging patterns. The average mean scores for the questions shown on pages 37 and 38 began an upward trend on Monday and continued upward all week. The responses on page 39 dropped on

Monday, but then increased daily thereafter. The average daily mean scores (top of page 36) also show a consistent upward trend.

EVALUATION QUESTIONS

1. How do you feel about the session just completed?
2. How do you feel about this workshop thus far?
3. From what you have observed and heard, to what extent do you think the needs of your associates here are being met?
4. At this point, how do you feel about what you will be able to accomplish 'back home' as a result of this workshop?
5. To what extent are the trainers' behaviors consistent with their expressed intentions?
6. Do you expect to use any of the training ideas you've encountered here when you return to your back-home situation?
7. To what extent do you feel you can contribute to your school in helping solve problems?
8. How do you feel about the relative importance of information versus skill acquisition in effecting change in your school?
9. To this point, how applicable have the experiences (sessions) of the workshop been to your back-home situation?
10. At this point in the training, how do you feel about the potential for change in your school?
11. How do you feel about the plans you and your team have developed (are developing) for implementation when you return to your school?
12. To what extent has your perception (understanding) of the role of a facilitator changed as a result of the workshop to this point in time?
13. To what extent is this workshop consistent with what you think it ought to be to take care of your real back-home problems?
14. Has anything new/different happened within your school team already as a result of its participation in the ELS training?
15. In your opinion, to what extent was the ONI profile developed for your school an accurate one?
16. To what extent do you think the linkers will really be able to help?
17. How well are the workshop trainers modeling (demonstrating) the behaviors they are trying to teach?

Evaluation Questions - continued

18. Knowing what you know now about the workshop, how do you feel about attending?
19. How efficient has been the use of time to this point in the workshop?
20. To what extent do you feel more powerful than before in what you think you may be able to accomplish back home?
21. Have you noticed any behaviors of your teammates which seem indicative of an increase in their problem-solving skills?
22. To this point, how close is the congruence between stated goals of the workshop and the training materials?
23. How well is the training enabling you to conceptualize a systematic way to solve school problems?
24. How worthwhile do you feel the information on the school as a social system will be to you in your work back home?
25. Do you know of better ideas, plans, skills (help) which you would prefer this workshop to be providing?
26. How helpful are the data (responses to your questions)?
(Don't answer this question if this is the Orientation session.)
27. To what extent do you feel your input is being heard?
28. Have you noticed any increase in the skills of interpersonal behavior among your teammates?
29. To this point, is what we've been doing going to be of value to you in dealing with your back-home, very real problems?
30. To what extent have you learned some things about your own leadership style?
31. To what extent has your awareness increased regarding the forces that facilitate and the forces that inhibit change?
32. To what extent do you feel more capable in assisting teachers with problem definition and solution possibilities than before this workshop?
33. How valuable do you think gathering of data in one's school is to the solution of problems?
34. To what extent, in your opinion, is this workshop helping participants view themselves as adequate in the roles they plan for themselves?

Evaluation Questions - continued

35. To what extent have you improved some of your skills and increased some of your insights as a result of the training sessions?
36. Have the materials used in this session helped you to be more able than before to deal with the really important issues and problems in your school?
37. In your opinion, is the FLS training going to make any difference for you?
38. Do you think the trainers are playing games, i.e., not leveling with you?
39. Have the processes designed for this session helped you to become more able to deal with important issues in your school?
40. At this point in the workshop, to what extent do you feel yourself a member of a team?
41. Linkers, to what extent do you think you are being aided in your role --as a result of this workshop?
42. How worthwhile is the data gathering (like this sheet) and the subsequent posting of the information for affecting the behavior of the trainers and participants? (Skip this question if this is the Orientation session.)
43. Do you think classroom teachers are really going to be helped with problems using the procedures being planned here?
44. Is your role in the FLS clear to you at this point in the workshop?
45. To what extent has your work with a paired team from a different school broadened your perspective about your own school?

DAY 2

SESSION #1

MANAGEMENT THEORY AND GOAL CONSENSUS

MEAN SCORE	ITEM #	ITEM
4.7	(27)	How much your input is heard here
4.7	(31)	Increased awareness of forces that facilitate or inhibit change
4.6	(6)	Expect to use training ideas in back-home situation
4.6	(7)	Your contribution to the school in solving problems
4.6	(40)	Feelings about being a member of a team
4.5	(33)	The value of gathering data in the school to solve problems
4.4	(35)	Improved skills and insights
1.6(4.4)	(38)	REVERSE ORDER RESPONSE: Trust of trainers
4.3	(1)	Feelings about session just completed
4.3	(10)	Feelings about potential for change in school
4.3	(11)	Feelings about plans being made for school
4.3	(28)	Increased skills in interpersonal behavior of teammates
4.3	(32)	Increased feelings of capability to assist teachers in defining problems and solutions
4.3	(34)	Helping participants view selves as adequate
4.3	(45)	Pairing with another team broadened your perspective
4.2	(9)	Applicability of session to back-home situation
4.2	(36)	Materials used helped you to be more able to deal with important school issues
4.2	(39)	Processes in this session helped you to be more able to deal with important school issues
4.1	(3)	Needs of associates being met here
4.1	(24)	Worth of information on school as a social system in work back home
4.1	(29)	At this point, the value of what we've been doing in dealing with back home, very real problems
4.0	(2)	Feelings about workshop so far
4.0	(5)	Consistency of trainers' behaviors with expressed intentions
4.0	(41)	Linkers being aided in role by workshop
4.0	(42)	Effect of data collection on trainers and participants
4.0	(43)	How helpful these procedures are for the classroom teachers' problems
3.9	(13)	Consistency of workshop with what is needed to solve back-home problems
3.8	(21)	Increased problem solving skills of teammates
3.8	(26)	The helpfulness of the data
3.8	(37)	How much difference the FLS training will make to you
3.8	(44)	Clarity of role in the FLS to this point in the workshop
3.7	(4)	At this point, how do you feel about back-home accomplishments as a result of the workshop
3.7	(8)	Relative importance of skill vs. information
3.7	(15)	Accuracy of ONI profile
3.7	(16)	How helpful will the linkers really be
3.7	(30)	What you learned about your own leadership style
3.4	(12)	Understanding of the facilitator role increased
3.3	(17)	How well are the trainers modeling behaviors
3.3	(19)	Efficient use of time
3.3	(22)	Congruence between workshop goals and training materials
3.0	(25)	Workshop should be providing different ideas, plans, skills
2.8	(23)	Understanding of FLS model
2.3	(14)	New/different happenings in the school as a result of the FLS

ITEM FEELINGS ABOUT SESSION JUST COMPLETED

average daily mean scores DAY 1 DAY 2 DAY 3 DAY 4
 3.7 4.1 4.2 4.3

mean scores 3.7 | 3.7 3.7 3.8 3.7 | 4.3 3.8 4.0 4.2 | 4.0 4.0 4.3 4.3 | 4.2 5.0

VERY HELPFUL
TO ME

HELPFUL TO ME

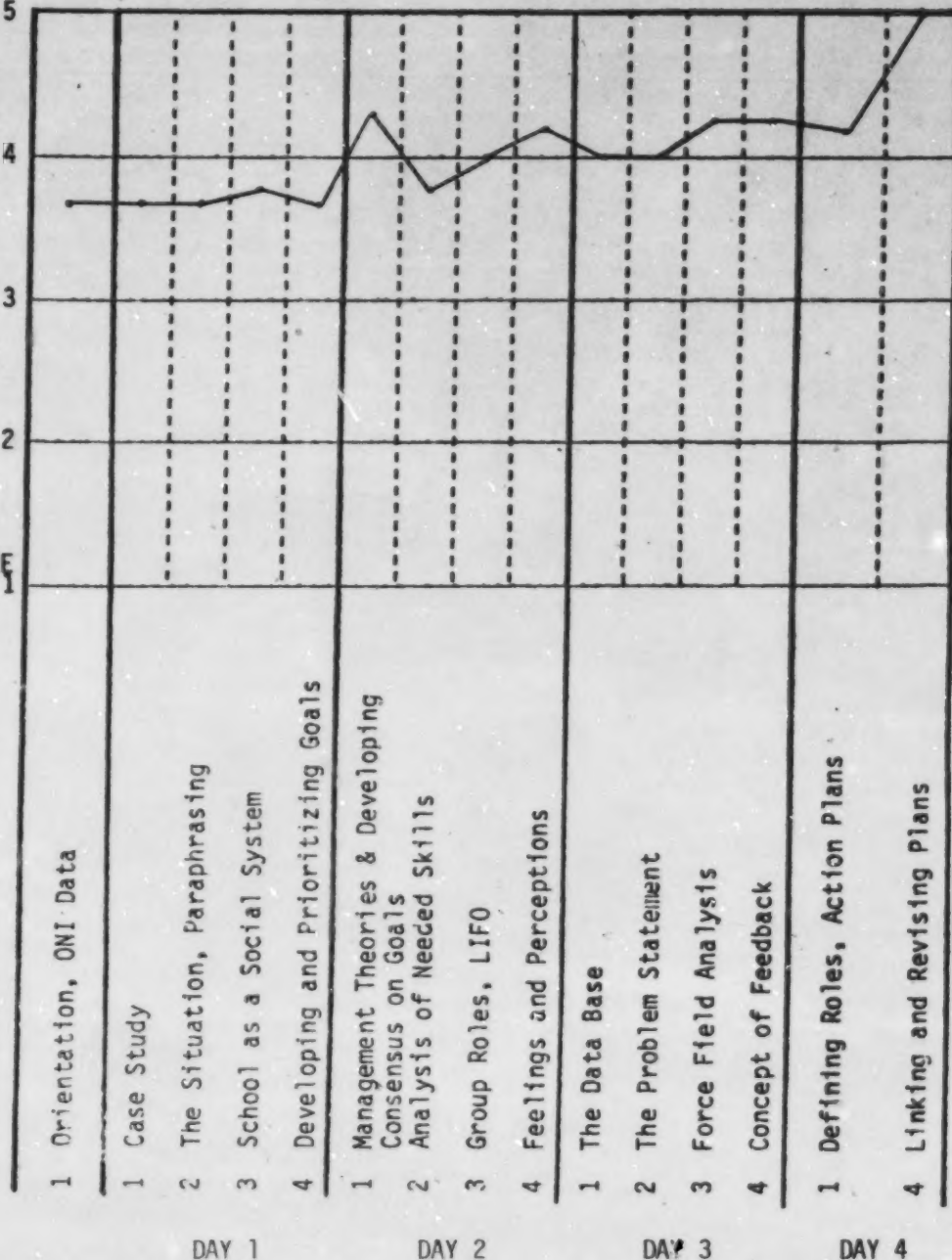
NOT SURE

OF LITTLE
HELP TO ME

NOT HELPFUL TO ME

RATING

SESSION



The average mean score responses for these questions began an upward trend Monday and continued upward all week.

33. How valuable do you think gathering of data in one's school is to the solution of problems?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
4.0	4.3	4.5	4.57	4.5

34. To what extent, in your opinion, is this workshop helping participants view themselves as adequate in the roles they plan for themselves?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.7	3.7	4.0	4.1	4.2

35. To what extent have you improved some of your skills and increased some of your insights as a result of the training sessions?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.0	3.7	3.9	4.2	4.35

16. To what extent do you think the linkers will really be able to help?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.7	3.9	4.0	4.1	4.4

23. How well do you feel you understand the FLS model?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
2.9	3.5	3.5	3.5	3.8

26. How helpful are the data (responses to your questions)?
(Don't answer this question if this is the first session on Monday.)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.5	4.0	4.2	4.6

40. At this point in the workshop, to what extent do you feel yourself a member of a team?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.0	4.1	4.3	4.45	4.5

1. How do you feel about the session just completed?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.7	3.7	4.1	4.2	4.3

2. How do you feel about this workshop thus far?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.7	3.8	3.9	3.95	4.0

These responses dropped Monday, then increased daily.

3. To what extent do you think the needs of your associates here are being met?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.4	3.3	3.9	3.9	3.9

4. At this point, how do you feel about what you will be able to accomplish 'back home' as a result of this workshop?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.4	3.2	3.6	3.8	4.0

20. To what extent do you feel more powerful than before in what you think you may be able to accomplish back home?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
3.4	3.3	3.8	3.8	3.85

22. To this point, how close is the congruence between stated goals of the workshop and the training materials?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
4.4	3.7	3.7	3.9	3.95

38. Do you think the trainers are playing games, i.e. not leveling with you? (Reversed order response)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
2.0	2.2	1.8	1.8	1.75

DAY _____

SESSION _____

Directions: Please circle one number for each question:

1. How do you feel about the session just completed?

Very helpful to me	Helpful to me	Not Sure	Of little help to me	Not helpful to me
5	4	3	2	1

2. How do you feel about this workshop thus far?

Very valuable to me	Of value to me	Not Sure	Of little value to me	Of almost no value to me
5	4	3	2	1

3. From what you have observed and heard, to what extent do you think the needs of your associates here are being met?

To a very great extent	To some extent	Don't Know	To a modest extent	To almost no extent
5	4	3	2	1

4. At this point, how do you feel about what you will be able to accomplish 'back home' as a result of this workshop?

Very enthusiastic	Encouraged	Not Sure	Discouraged	Very pessimistic
5	4	3	2	1

5. To what extent are the trainers' behaviors consistent with their expressed intentions?

Extremely consistent	Fairly consistent	Variable	Somewhat inconsistent	Extremely inconsistent
5	4	3	2	1

II

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. Do you expect to use any of the training ideas you've encountered here when you return to your back-home situation?

Definitely Yes	Probably	Not Sure	Probably Not	Definitely Not
5	4	3	2	1

2. To what extent do you feel you can contribute to your school in helping solve problems?

Considerably	Some	Not Sure	Little	Very Little
5	4	3	2	1

3. How do you feel about the relative importance of information versus skill acquisition in effecting change in your school?

Skill Acquisition is Most Important by Far	Skill Acquisition is Somewhat More Important	Not Sure	Information is Somewhat More Important	Information is Most Important by Far
5	4	3	2	1

4. To this point, how applicable have the experiences (sessions) of the workshop been to your back-home situation?

Extremely Applicable	Somewhat Applicable	Not Sure	Not Very Applicable	Not Applicable
5	4	3	2	1

5. At this point in the training, how do you feel about the potential for change in your school?

Very Optimistic	Optimistic	Not Sure	Pessimistic	Very Pessimistic
5	4	3	2	1

III

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. How do you feel about the plans you and your team have developed (are developing) for implementation when you return to your school?

Enthusiastic	Encouraged	Not Sure	Somewhat Skeptical	Discouraged
5	4	3	2	1

2. To what extent has your perception (understanding) of the role of a facilitator changed as a result of the workshop to this point in time?

Broadened Considerably	Broadened Somewhat	Not Sure	Broadened Just a Trifle	Unchanged
5	4	3	2	1

3. To what extent is this workshop consistent with what you think it ought to be to take care of your real back-home problems?

Right on!	Helpful	Not Sure	Of Only Limited Value	Not Helpful
5	4	3	2	1

4. Has anything new/different happened within your school team already as a result of its participation in the FLS training?

A Great Deal	Some	Don't Know	Little	Nothing
5	4	3	2	1

5. In your opinion, to what extent was the ONI profile developed for your school an accurate one?

Very Accurate	Accurate in Most Respects	Not Sure	Accurate in a Few Respects	Inaccurate
5	4	3	2	1

IV

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. To what extent do you think the linkers will really be able to help?

Tremendously	Some	Not Sure	Little	Not at All
5	4	3	2	1

2. How well are the workshop trainers modeling (demonstrating) the behaviors they are trying to teach?

Considerably	Some	Not Sure	Little	Not at All
5	4	3	2	1

3. Knowing what you know now about the workshop, how do you feel about attending?

Enthusiastic	Pleased	Not Sure	Displeased	Very Frustrated
5	4	3	2	1

4. How efficient has been the use of time to this point in the workshop?

Very Efficient	Efficient	Not Sure	Inefficient	Very Inefficient
5	4	3	2	1

5. To what extent do you feel more powerful than before in what you think you may be able to accomplish back home?

Much More Powerful	Somewhat More Powerful	Not Sure	Somewhat Less Powerful	Much Less Powerful
5	4	3	2	1

V

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. Have you noticed any behaviors of your teammates which seem indicative of an increase in their problem-solving skills?

Definitely Yes	Some	Not Sure	Few	Definitely Not
5	4	3	2	1

2. To this point, how close is the congruence between stated goals of the workshop and the training materials?

Very Congruent	Reasonably Congruent	Not Sure	Limited Congruence	Not Congruent
5	4	3	2	1

3. How well is the training enabling you to conceptualize a systematic way to solve school problems?

Extremely well	For the Most Part	Not Sure	A Little	Very Little
5	4	3	2	1

4. How worthwhile do you feel the information on the school as a social system will be to you in your work back home?

Very Worthwhile	Somewhat Worthwhile	Not Sure	Of Limited Worth	Of Little or No Worth
5	4	3	2	1

5. Do you know of better ideas, plans, skills (help) which you would prefer this workshop to be providing?

Definitely Not	Probably Not	Not Sure	Probably Yes	Definitely Yes
5	4	3	2	1

VI

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. How helpful are the data (responses to your questions)?
(Don't answer this question if this is the Orientation session.)

Very Helpful	Somewhat Helpful	Not Sure	Of Little Help	Of No Help
5	4	3	2	1

2. To what extent do you feel your input is being heard?

Very Much So	Some	Not Sure	Now and Then	I'm Not Being Heard
5	4	3	2	1

3. Have you noticed any increase in the skills of interpersonal behavior among your teammates?

Definitely Yes	Some	Not Sure	Very Little	None
5	4	3	2	1

4. To this point, is what we've been doing going to be of value to you in dealing with your back-home, very real problems?

Definitely Yes	Probably	Not Sure	Probably Not	Definitely Not
5	4	3	2	1

5. To what extent have you learned some things about your own leadership style?

To a Great Extent	To Some Extent	Not Sure	To a Limited Extent	To No Extent
5	4	3	2	1

VII

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. To what extent has your awareness increased regarding the forces that facilitate and the forces that inhibit change?

Considerably	Some	Not Sure	Little	Very Little
5	4	3	2	1

2. To what extent do you feel more capable in assisting teachers with problem definition and solution possibilities than before this workshop?

Considerably	Some	Not Sure	Little	Very Little
5	4	3	2	1

3. How valuable do you think gathering of data in one's school is to the solution of problems?

Very Valuable	Valuable	Not Sure	Of Limited Value	Of Little or No Value
5	4	3	2	1

4. To what extent, in your opinion, is this workshop helping participants view themselves as adequate in the roles they plan for themselves?

Tremendously	Some	Don't Know	Little	Almost None
5	4	3	2	1

5. To what extent have you improved some of your skills and increased some of your insights as a result of the training sessions?

A Great Deal	Some	Don't Know	Little	Almost None
5	4	3	2	1

VIII

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. Have the materials used in this session helped you to be more able than before to deal with the really important issues and problems in your school?

Definitely Yes	Somewhat	Not Sure	Perhaps a Little	Definitely No
5	4	3	2	1

2. In your opinion, is the FLS training going to make any difference for you?

Definitely Yes	Probably Yes	Not Sure	Probably No	Definitely No
5	4	3	2	1

3. Do you think the trainers are playing games, i.e., not leveling with you?

Definitely Yes	Probably Yes	Not Sure	Probably No	Definitely No
5	4	3	2	1

4. Have the processes designed for this session helped you to become more able to deal with important issues in your school?

Definitely Yes	Probably Yes	Not Sure	Probably No	Definitely No
5	4	3	2	1

5. At this point in the workshop, to what extent do you feel yourself a member of a team?

Very Much a Part	To Some Degree a Part	Not Sure	Little Identification	A Member in Name Only
5	4	3	2	1

DAY _____

SESSION _____

Directions: Please circle one number for each question.

1. Linkers, to what extent do you think you are being aided in your role -- as a result of this workshop?

Tremendously	Somewhat	Not Sure	Little	Very Little
5	4	3	2	1

2. How worthwhile is the data gathering (like this sheet) and the subsequent posting of the information for affecting the behavior of the trainers and participants? (Skip this question if this is the Orientation session.)

Considerably	Some	Not Sure	Little	Very Little
5	4	3	2	1

3. Do you think classroom teachers are really going to be helped with their problems using the procedures being planned here?

Definitely Yes	Probably	Not Sure	Probably Not	Definitely Not
5	4	3	2	1

4. Is your role in the FLS clear to you at this point in the workshop?

Extremely Clear	Fairly Clear	So So	Fuzzy	Unclear
5	4	3	2	1

5. To what extent has your work with a paired team from a different school broadened your perspective about your own school?

Considerably	Some	Not Sure	Little	Not at All
5	4	3	2	1

X

DAY _____

SESSION _____

Questions for Last Day Only

Directions: Please circle one number for each question.

1. How do you feel as you go back to your school?

Very Encouraged	Encouraged	Not Sure	Discouraged	Very Discouraged
5	4	3	2	1

2. How do you think other workshop participants feel as they go back to their schools?

Very Encouraged	Encouraged	Not Sure	Discouraged	Very Discouraged
5	4	3	2	1

3. Did the ongoing evaluation procedures of this workshop have any impact on you or the trainers?

Definitely Yes	Some	Not Sure	Limited	None
5	4	3	2	1

4. To what extent has this week's workshop been helpful to you in dealing with your back home problems?

Tremendously Valuable	Valuable	Not Sure	Limited Value	Valueless
5	4	3	2	1

5. How close has been the congruence between stated goals of the workshop and the training materials?

Very Congruent	Reasonably Congruent	Not Sure	Limited Congruence	Not Congruent
5	4	3	2	1

6. To what extent do you think you have grown during this training in acquiring facilitating behaviors?

Tremendously	Some	Not Sure	Limited Growth	Little or None
5	4	3	2	1

7. Looking back over the training, how would you rate it as a totality?

Very Valuable to Me	Valuable to Me	Not Sure to Me	Of Limited Value to Me	Of Little Value to Me
5	4	3	2	1

Optional Data Collection for Training Evaluation

The appendix contains additional data collection forms which are optional. These forms ask participants to evaluate their individual performances and the performances of the teams in relation to three anticipated tasks. These are (1) to identify and verify a real building-level problem of interest and concern to the total faculty, (2) to formulate a precise problem statement for communicating to other units, and (3) to identify and specify the circumstances surrounding the solution.

When these data were collected during the field test, they showed that (1) participants expected their own performances to be adequate on all tasks, (2) participants expected the performance of the team working together to be more than adequate, and (3) participants expected to have more difficulty with task #2 (Communicating to other units about the problem) than with tasks #1 or #3.

The first question is to be administered at the end of Module 15. The second and third questions should be administered at the close of Module 21 or 22.

Information from these data may help the trainer determine if additional training is needed in relation to these specific tasks.

APPENDIX INDEX

1. Guidelines for School Use in Initiating a Search for R & D Information
2. Product Description Checklist
3. Optional Data Collection for Training Evaluation
4. Product: Multiple Skills Series
5. Product: The Curriculum Associates Workbooks
6. Product: The Hoffman Comprehension Instructional Kits
7. Product: Alphaphonics
8. Product: SWRL/GINN Beginning Reading Program
9. Product: Wisconsin Design for Reading: Comprehension Strand
10. Product: Sentence Makers
11. Program: Project MARC (A Multi-Sensory Approach to Reading and Reading Readiness)
12. Program: SRA Distar Language Kits I, II, and III
13. Program: Teaching All Children to Read (TACR)
14. Program: Read-Along Tapes/Books from Early Childhood Preventive Curriculum (ECPC)
15. Program: Sounder
16. Program: Pre-Reading Skills Program (PRS)

SECTION II

TRAINING MODULES FOR FLS

SECTION II. TRAINING MODULES FOR FLS

PRE-WORKSHOP MODULES

Introductory Module: Introduction to the Florida Linkage System (Case Study)

0 Assessing the Needs of the Organization

WORKSHOP MODULES

- 1 Orientation
- 2 Problem Solving Simulation (Case Study)
- *3 School as a Social System & the Bolman Model
- 4 Communications Skills
- *5 Feelings and Perceptions
- 6 Principals' Training for Project Leadership
- 7 Management Theory & Goal Consensus
- 8 Skills for Facilitating and Linking
- 9 Individual Strengths in Groups (LIFO)
- 10 Concepts and Skills of Feedback
- **11 Prioritizing Goals
- 12 Decisions Based on Data
- 13 Defining the Problem
- 14 Force Field Analysis
- 15 The RUPS Model
- 16 Developing an Action Plan and Defining Roles
- 17 Exploration of Alternatives (Mini-Sessions)

*These modules should not be used out of order or out of context.

**These modules will be more useful if used when they are actually needed rather than ahead of time.

- 18 Simulating Linking to Revise Plans
- 19 Linker Training for Organizing a Linkage Sub-system
- 20 Organizing a Linkage Sub-system
- 21 Contingency Planning and Trouble Shooting
- 22 Reporting and Assessing Processes and Results

POST WORKSHOP MODULES

- *23 Solution Selection: A Process for Matching the Solution to the Problem
- 24 Planning for Solution Implementation
- *25 Influencing the Faculty

*These modules will be more useful if used when they are actually needed rather than ahead of time.

WORKSHOP MODULES

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
1. <u>Orientation</u>	1) To provide an overview of the FLS and the training, and of the system's dependence on the skills and talents of participants 2) To enable participants to become better acquainted 3) To develop clarity about what is needed and wanted from the training and the participants during the workshop	1) The participants will express a general understanding of the purpose of FLS and of what it can and cannot do, in a general way. 2) Participants will feel more comfortable within the group, have a sense of membership in the workshop. 3) Participants will experience greater clarity about the processes of the training and feel committed to participating 100%. Products: Interviews and Contracts.	1) The resources of FLS are for the purpose of school improvement in basic skills. 2) The training models two data gathering techniques which can be immediately adapted for classroom use: the interviews and the contracts.
2. <u>Problem Solving Simulation</u>	1) To provide an overview of the strategies and techniques used in the training 2) To provide examples of facilitating and linking 3) To begin a study of own situation	1) Participants will demonstrate awareness of some strategies and techniques which will be used in the training, and name some examples of facilitating and linking from the Bridgeton example. 2) Participants will be aware of some organizational needs in the school, as perceived by staff members. 3) Participants will be aware of some problem solving strategies which may be applied to various situations. Products: Worksheet	1) Participants have an overview of how FLS operates to assist with a multitude of common school problems. 2) The worksheet presents some key concepts of problem analysis which can be adapted for classroom use.

MODULEPURPOSESEXPECTED OUTCOMESUSE IN THE SCHOOL3. The School As A
Social System

- 1) To begin a study of the school by examining its goals, functions, and communications patterns
- 2) To study the operational characteristics of human systems, and compare them to the school setting
- 3) To begin to practice using the Bolman Planning Model

- 1) Participants will share with one other perceptions about the school social system.
- 2) Participants may express greater clarity about how the resolution of organizational problems will facilitate the resolution of other problems.
- 3) Participants will begin to specify conflict issues in the school. Product: The shared analysis of the school's social system.

- 1) Techniques and concepts for analyzing the school social system can be used both by faculty teams and in the classroom with students.
- 2) The Bolman Model is a generic tool which can be practiced in a variety of situations, and appropriate for use in the classroom.

4. Communication
Skills

- 1) To begin to clarify the characteristics of the social systems in each school
- 2) To practice communication and group process skills
- 3) To acquire a variety of perspectives on problems

- 1) Participants will feel more clear about what the problems in the school are and how they are viewed by others.
- 2) Participants will be aware of additional skills for helping the group process.
Product: A list of facts and assumptions about each school situation

All the techniques used in the session could be applied to the school for use with either faculty groups or in the classroom, using a variety of subjects.

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
5. <u>Feelings and Perceptions</u>	1) To increase the participant's knowledge of how he or she works in groups 2) To reflect on desired changes in communications techniques 3) To facilitate participant's openness to one another 4) To increase the participant's awareness of additional sources of data	1) Participants will acquire a deeper understanding of the roles of feelings, perceptions, and sharing in the development of team work. 2) Teams will begin to exhibit signs of group cohesion, such as spending free time together, the initiation of personal agendas, and so on. Product: Fluent verbal communications	All the techniques used in this session can be adapted for use in the classroom or with faculty teams. (Groups should be cautioned, however, not to use this session with a group which has not already become well acquainted.)
6. <u>Principal's Training for Project Leadership</u>	1) To introduce some theories which affect the climate and productiveness of groups 2) To introduce some techniques which facilitate group consensus 3) To prepare principals to serve as team or workshop leaders during MODULE 7	1) Principals will share their problems and concerns related to shared decision making and accountability. 2) Principals will express a greater understanding of the role of expectations on group productivity. 3) Principals will express a willingness to try out the ideas presented in MODULE 7 in the workshop and back home. Product: 1) A score on Blake's Grid, 2) Awareness of McGregor's theories, 3) A list of favored strategies for developing group consensus efficiently	1) All of these techniques can be adapted for use with the school faculty. 2) The group consensus techniques can be used with pupils in the classroom.

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
7. <u>Management Theory and Developing Consensus on Goals</u>	1) To provide an opportunity for reflecting on ideas and theories for organizing and managing human systems 2) To practice consensus building techniques 3) To focus on problems with a high probability of success 4) To begin to think about strategies for achieving the goals	1) Participants will express both great enthusiasm for the system, and great anxiety: they will understand the responsibility which has been given to them, to share in the ultimate decision-making 2) Participants will have new skills for evaluating goals; 3) And for sharing data about goals. Product: A list of priorities for each school	These techniques can be adapted for use in faculty meetings. A more simple adaptation could be used in the classroom.
8. <u>Skills for Facilitating and Linking</u>	1) To identify the personal issue, concerns and problems which are associated with the adoption and implementation of innovations 2) To identify skills needed for conflict resolution and problem solving	Participants will be more clear about the role of the facilitator and about the issues involved. Product: Lists of issues, concerns and skills needed	The technique of role playing to dramatize issues, concerns and needed skills can be used in staff development activities and in the classroom.
9. <u>Individual Strengths In Groups (LIFO)</u>	1) To provide a theory for understanding the individual behaviors which facilitate group work 2) To focus on the strengths of each individual 3) To plan for developing needed styles/skills	1) Participants will express increased understanding of selves and teammates. 2) Styles which tend to be excessive and produce obstacles to effective teamwork will be altered.	1) The LIFO can be used among faculty as a staff development activity. 2) The theory can be useful for understanding pupil behavior, and techniques for changing it.

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
10. <u>Concepts & Skills of Feedback</u>	1) To begin to develop a regular norm and process for sharing feelings, concerns, resources 2) To practice giving and receiving feedback according to guidelines for improving interpersonal communications	1) Participants will feel closer to other group members. 2) Groups will demonstrate greater group cohesion. 3) Participants will express appreciation for the guidelines. Product: Easier verbal communications among participants	Following the guidelines will make any feedback session more productive. This should be encouraged in the classroom, both between teacher and pupil, as well as among pupils.
11. <u>Prioritizing Goals</u>	1) To develop goals 2) To practice systematic prioritizing 3) To begin to select strategies 4) To practice brainstorming	1) Process skills for prioritizing 2) The sharing of rationales Product: A list of priorities and strategies	These techniques can be used in the school and classroom.
12. <u>Decisions Based On Data</u>	1) To understand the distinction between "needs" and "wants" 2) To provide guidelines for evaluating data 3) To practice listening skills	1) Participants will feel more confident of their ability to make teacher education recommendations, and this confidence will be reflected in their more active participation in the group's activities. 2) Participants will demonstrate increased interest in gathering and analyzing data.	This activity can be adapted for use in the classroom by changing the content subject matter of the examples and role play.

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
13. <u>Defining The Problem</u>	1) To practice writing a problem statement according to guidelines which include four criteria 2) To practice helping skills which facilitate problem identification	1) Participants will experience greater clarity about how problems can be defined. 2) Participants will feel confident in applying the guidelines to real situations. Product: A definition of the Dobbleganger's problem according to the four criteria in the guidelines.	These guidelines and helping skills can be used in the school with the faculty or in the classroom. In the classroom, the teacher can apply the guidelines to various problems, or adapt the guidelines for use with and by pupils.
14. <u>Force Field Analysis</u>	To practice the principles of force field analysis	1) Participants will feel confident to practice the force field technique with real problems. 2) Participants will acquire new skills for determining if additional data is needed, and what the data should relate to. Product: A force field analysis of the Dobbleganger Problem	This technique for problem analysis may be used on a greater variety of problems, and it can be adapted for use by pupils.
15. <u>The RUPS Model</u>	To introduce the RUPS model, to study and practice applying it.	1) Participants will experience greater clarity in understanding the problem solving process, their role in it, and strategy options. Product: Two worksheets for understanding the theory, and a checklist for diagnosing the participant's own situation. (The latter helps the participant locate self in RUPS model at the present stage of problem solving.)	The RUPS can be helpful in assisting the faculty with understanding the problem solving process. The ideas could be adapted for use with pupils.

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
16. <u>Developing An Action Plan and Defining Roles</u>	1) To focus on what training and action should be taken by each team member 2) To develop clarity about each member's role in the next steps	Participants experience clarity about what is to be done, the needed resources to do it, and the responsibilities of each member of the group. Product: An action plan for each school team	The techniques used in this session can be adapted for use both in an inservice context and for faculty planning. They can also be adapted for use with pupils.
17. <u>Exploration of Alternatives (The Mini-Sessions)</u>	1) To simulate linking 2) To provide specialized training	1) Participants increase understanding of what linking is and how it is helpful. 2) Participants acquire special skills needed for specific tasks identified in the team's action plan. Products: Vary according to mini-session which is attended	The linkage concept is basic to understanding the FLS plan for school improvement.
18. <u>Simulating Linking to Revise Plans</u>	1) To share learnings 2) To review "back home" resources 3) To practice team building skills	Participants express appreciation for and increased understanding of the linkage concept. Product: A revised action plan	Sharing of training and applying it to school plans can be a useful norm for a staff to cultivate.

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
19. <u>Linker Training</u>	To prepare linkers for leadership during the next module	Linkers will express self confidence in their ability to serve as trainers during the next session.	This is a central part of the linker's "real world" task in the FLS.
20. <u>Organizing A Linkage Sub-System</u>	1) To enable participants to develop an effective communications network 2) To revise plans in accordance with researched criteria	Participants will express feeling more securely organized. Product: A revised and expanded action plan which includes planning for the needed communications network	The plans produced during this module are for actual, immediate back home applicability.
21. <u>Contingency Planning & Trouble Shooting</u>	1) To develop a broad checklist for "trouble shooting" the proposed plan 2) To review some problem solving techniques 3) To produce contingency	1) Participants will be aware of additional constraints and options in the system. 2) They will increase "trouble shooting" skills. Product: Contingency plans and a summary plan	This plan and these techniques increase the team's probability of carrying out a successful back-home school improvement project.
22. <u>Reporting and Assessing Processes and Results</u>	1) To share plans 2) To achieve closure of the workshop 3) To record the school's plans	1) Participants will experience increased commitment to their plans. 2) They have a sense of psychological completion regarding the workshop. Product: A group report of the team's plan	The plan and commitment to it are essential to the team's participation in a school improvement plan.

<u>MODULE</u>	<u>PURPOSES</u>	<u>EXPECTED OUTCOMES</u>	<u>USE IN THE SCHOOL</u>
23. <u>Matching the Solution to the Problem</u>	1) To introduce a process for teamwork to assess an innovation (solution) 2) To introduce the Product Description Checklist	Participants will feel more confident of their ability to assess options. Product: A completed Product Description Checklist	These skills and processes are useful for assessing educational products.
24. <u>Planning and Evaluating for Implementation</u>	1) To assist the team with developing a plan for implementing and evaluating the solution	The team will be clear about schedules, tasks, roles, constraints, and resources regarding the adoption, and know what is the criteria for evaluating its effectiveness. Product: A plan for implementation	Implementation of this plan will produce the data which determines if the adoption is indeed a solution.
25. <u>Influencing the Faculty</u>	1) To review basic principles of influence and problem solving 2) To develop strategies for dealing with faculty resistance to change	Participants will express feeling more confident of their ability to influence the faculty. Products: An analysis of the team's influence in the school, and a list of strategies to use in the school	1) The reviewed problem solving skills are needed for many stages of the FLS process. 2) The development of a demonstration site for the innovation in the school is the most certain means of influencing the faculty, and should become the goal of every team.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

INTRODUCTORY MODULE

Set II



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

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INTRODUCTORY MODULE

INTRODUCTION TO THE FLORIDA LINKAGE SYSTEM

To be used with groups considering participation in the FLS Training, prior to the beginning of the FLS Training Workshop.

INTRODUCTORY MODULE (p. 1a)

INTRODUCTION TO THE FLORIDA LINKAGE SYSTEM

ACTIVITY	TIME	RATIONALE
1. Welcome and Overview of the Session	5 minutes	To begin warming the climate for learning and working together and to allow participants to form appropriate expectations
2. Overview of the FLS Model	15 minutes	To clarify the linking steps in the FLS
3. Individuals read Case Study and respond to worksheet	40 minutes	To provide examples of some strategies and techniques for problem solving and some practical examples of facilitating and linking. The worksheet is to help participants index the techniques and strategies for increasing awareness of the processes used in the training.
4. Share analysis and develop synthesis	30 minutes	To begin practicing teamwork to analyze problems and to develop understanding of the techniques and strategies presented in the training.

INTRODUCTION TO THE FLORIDA LINKAGE SYSTEM

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives	Explain that linking means "pulling together," and that is what the FLS is about--to help ourselves and each other. Present an overview of the session. Explain that the strategies used in it are typical of the entire workshop. Participants will work in a total group, as they are doing now, they will work alone and also in small groups. A variety of activities will occupy them, and they will produce some data which will help them decide whether or not they wish to use the training and other resources of FLS.
HANDOUT 2, "The FLS: A Collaborative Effort for Change."	Read or present a lecturette overview of the first paper, HANDOUT 2. Then trace the step-by-step directions in HANDOUT 3, elaborating on how the system might work. Read through the process assumptions (HANDOUT 3) and clarify each item. It is important that participants understand that the system is to serve <u>their</u> needs, and not the other way around.
Also, HANDOUT 3 "Teamwork"	
HANDOUT 4, "Case Study" and HANDOUT 5, Worksheets (Audio visual materials for the case study are under development. As soon as they are completed, they may be substituted for the reading materials.)	Direct attention to the Case Study and mention that it was drawn from actual happenings in New Mexico, New York and Florida. After reading the Case Study, participants should proceed to preparation for discussion using the Case Study Worksheet as a guideline. Mention that there are examples of the products recommended to the school available if anyone wishes to see them later. After about 30 minutes interrupt participants to remind them that they will be sharing their analysis in about ten minutes.
HANDOUT 5, Case Study Worksheet	Tell participants they have a half hour to share their worksheets and synthesize their responses. Tell them the purpose of the activity is to practice teamwork to develop understanding of the techniques and strategies to be presented in the training. The synthesis is for their own use, and will not be referred to again.

INTRODUCTION TO THE FLORIDA LINKAGE SYSTEM

ACTIVITY	TIME	RATIONALE
5. Trio Round Robin	30 minutes	To provide an opportunity for input from each participant while teams practice facilitating skills.
6. Post the Interviews	10 minutes	To provide an opportunity for everyone to read the input
7. Develop Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session.

INTRODUCTION TO THE FLORIDA LINKAGE SYSTEM

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 6, "Trio Interviews" Newsprint, pens & tape	Direct trios to HANDOUT 6 and explain the role of each member of the round robin. Explain that participants will each have ten minutes to explain what they want from FLS, what they are concerned about, and if they are willing to serve as facilitators. Recorders write answers on newsprint and post.
Interviews on newsprint Tape	Direct participants to post their interviews and take ten minutes to scan responses from other trios.
Objectives of the Session	If the administration wishes to have the faculty make a decision about continuing with FLS, the floor could be open for suggestions. Encourage consensus-building discussion, rather than have a quick vote which may cut off discussion and result in a small majority ruling a disappointed minority. If a school wants to continue with FLS, arrangements should be made for the next steps in the process: the selection of the facilitator team. When arrangements have been made for the next steps, ask if additional information is needed to enable participants to reach closure. Closure may require that the trainer review the objectives for the session, as well as the process and activities as they relate to the session's objectives and to the school setting.

INTRODUCTION TO THE FLORIDA LINKAGE SYSTEM

SCHEDULE

<u>Time</u>	<u>Activity</u>
5 minutes	Welcome Overview of the Introductory Session and Objectives
15 minutes	Overview of the FLS Model
40 minutes	Study the Case Study and respond to worksheet individually
30 minutes	Trio discussion: share worksheet analyses and develop synthesis
30 minutes	Trio Round Robin
10 minutes	Post and read interviews
<u>10 minutes</u>	Closure
140 minutes	

OBJECTIVES

1. To provide participants with an overview of the FLS, its resources, processes and objectives.
2. To provide an overview of the strategies and techniques used in the training and some practical examples of facilitating and linking.
3. To help participants decide whether they wish to utilize the resources and to undergo the training entailed.

THE FLORIDA LINKAGE SYSTEM
A COLLABORATIVE EFFORT FOR CHANGE

Bridgeton Elementary School in Pine District has a problem: a significant number of students are performing below minimal standards on basic skills assessment. Pupils show deficits in language development, knowledge of general information as well as deficits in motivation to learn. The faculty is concerned. Individual teachers have various ideas about what is causing the problem. Some believe that the district-wide reading series is inadequate and uninteresting; others think that the home environment of many pupils is not sufficiently nurturing or supportive of education; and still others feel that the school climate is not pleasant and attractive enough to maintain the morale of either the pupils or the teachers. They wonder where they can turn for help.

The Florida Linkage System was developed as a means of responding to locally identified needs such as those at Bridgeton. Solutions to many different types of school problems are available in research and development products and practices. These solutions can be linked to the schools through a network of people who care about the problem and communicate with one another their perceptions: a facilitator team, comprised of school leaders, is trained to gather data on the school's problem and analyze that data systematically. To help them, there are linking agents in the school district office or Teacher Education Center, and resource people in the Department of Education and the nearby university.

After the problem has been analyzed and the facilitators agree to a description of the specific circumstances to be addressed by a preferred solution, the problem statement is translated into a search request and forwarded to a search unit in the Department of Education. This unit studies available validated R&D products and practices in the research literature and delivers to the school synopses of those R&D options which best fit the problem and the particular school context.

Linkers and resource people are available to help the school personnel analyze these options, but the final decision to adopt or adapt a solution is made by the school faculty itself.

Once the school has selected an R&D option, the facilitator team works out a plan for managing, evaluating and supporting its implementation. When the adopted product has completed several cycles of use and has been smoothly integrated into a teacher's program, the desired change is considered implemented.

The FLS training is to assist with this process. Skill in perceiving and communicating about needed changes is crucial for the success of the process. Training modules are available to develop communication skills, leadership strengths and teamwork for studying the school as a social system. These may be useful for the entire school staff.

Other modules to develop problem-solving skills, solution selection, implementation and linking skills are intended to assist the facilitator team, linking agents and resource people.

WHO PARTICIPATES IN THE FLS

FACILITATORS

Facilitators are people at the building level who know about or "own" the problem(s) and who will implement or "own" the solution(s).

Survey the faculty to gather data about their perceptions of problems.

Organize meetings to clarify factors affecting the problem.

Analyze data about the problem/solution, and identify additional sources of data.

Organize meetings to facilitate the selection of an option.

Organize support and training for the solution.

LINKERS

Linkers are people who know the facilitators and can relate researchers and research products to the facilitators and their situation(s).

WHAT THEY DO

Assist the facilitators with data gathering, organizing, clarifying, problem identification, report writing, selecting a solution and support for the implementation of a solution.

Help the school locate resources; refer, retrieve and link the needed expertise or materials.

Use techniques for diagnosing the needs of the organization, and for sorting them from the instructional needs.

Interact with the school staff to train them in organizational development skills; prescribe training for organizational needs.

RESEARCHERS
RESEARCH PRODUCTS

Researchers are people who conduct studies to determine solutions to problems. Research products are ideas, materials, methods, etc., which have been found to be useful in solving problems at some place at some time.

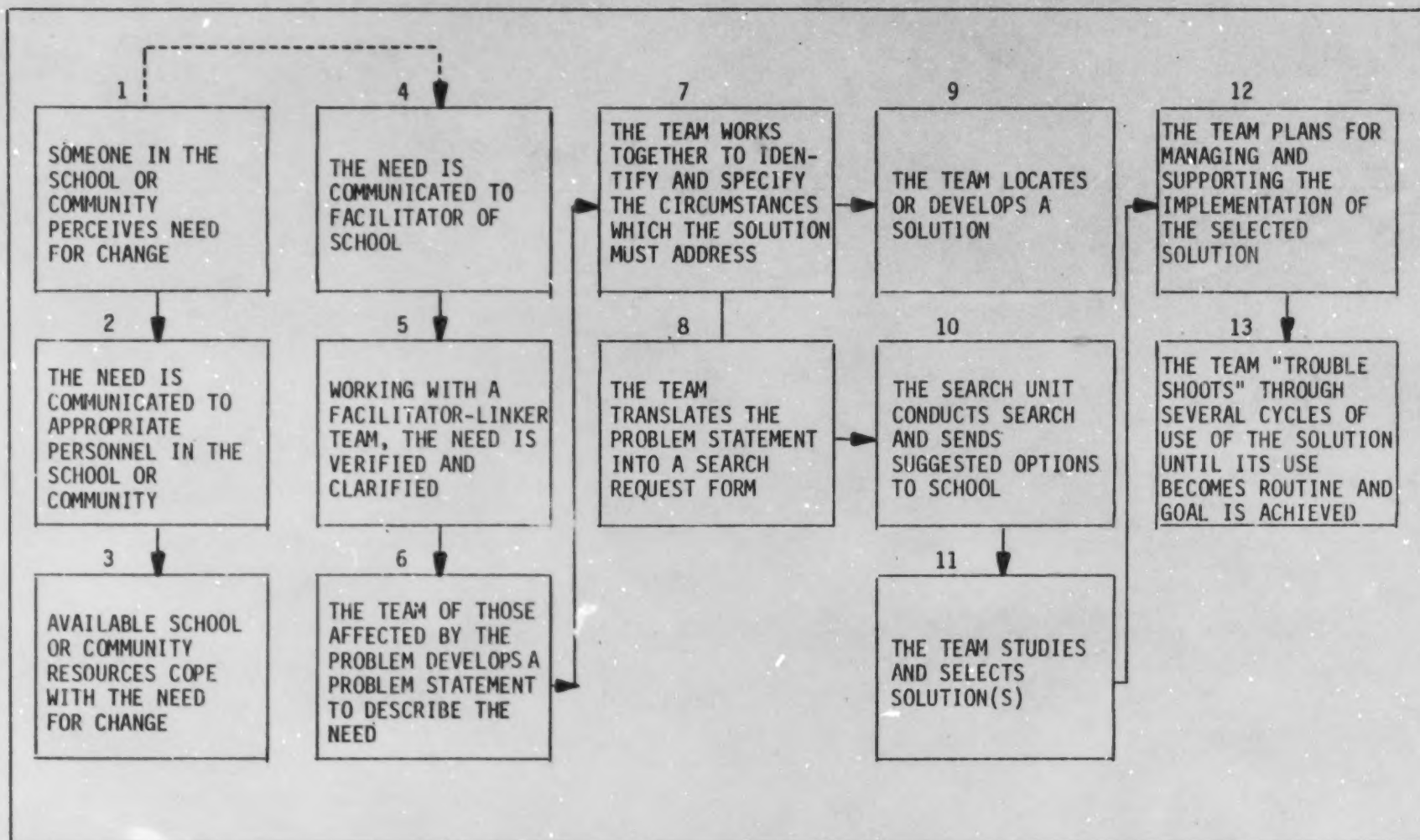
Gather data from schools about its problems and analyze it. Interact with the staff to understand the problem and its context, and to understand the nature of the solution which is desired and the circumstances it must address.

Design experimental processes, monitor and document the results of trying out new ideas.

Evaluate the results of experiments and collaborate with publishers to package validated products.

Clarify the intentions of the developers of research products; help schools understand the purposes and objectives of the research activities and research products.

TEAMWORK TO SOLVE SCHOOL PROBLEMS



PROCESS ASSUMPTIONS

1. The user is an active participant and the ultimate decision-maker throughout the process of the model.
2. A constant interaction between those using the process and the facilitator and/or linker is important.
3. Participants in the problem-solving process must agree on the nature of the problem and its pursuance.
4. Facilitators on school-based level and linkers must possess a high degree of technical and inter-personal skills in order to best serve those who are using the process.
5. Facilitators and/or linkers have to be sensitive to the perceived needs of those whom they intend to help.
6. Evaluation of model process, and feedback to the user and other interested parties is essential to sustaining the ongoing success of the process.
7. Generally, school faculties do not adopt R&D products without trying them out and modifying them to fit their local circumstances or norms.

CASE STUDY*

(To illustrate how the school, viewed as the unit of change, worked through two problems, one organizational and one technical:

1. The improvement of school communications so that new options could be considered;
2. The improvement of pupil achievement in the basic skills by considering and adopting an R&D option through the Florida Linkage System.

Bridgeton Elementary School was one of several elementary schools located in one of the older residential areas of the city. Sixty percent of the pupils were from low socio-economic backgrounds, 45% were Black and 15% were Hispanic children. Attendance was often poor, and health problems were numerous. The school was the target of more than average vandalism, so that repairs and replacements to the physical plant consumed a large portion of the budget. The teachers' pay scale was below the state average. Pupil achievement scores on standardized tests taken in 1975 were below average for 64% of all items.

A new principal was assigned to the school two years ago, the same year that an accountability act was passed. The new principal was committed to change, and saw the unit for change to be not the pupil, the teacher, or the classroom, but the entire school program and organization. Working with the Teacher Education Center (TEC) linker, the principal systematically began to gather data on the school. Information was collected through observations and interviews, and through the "Trouble Shooting Checklist" which was administered to the faculty.** The results of the poll are on the following pages.

*This case is also referred to in Module 2.

**The procedure is described and explained in Module 0, "Assessing the Needs of the Organization."

"TROUBLE SHOOTING" RATING SHEET

- 5 = excellent potential for innovation
 4 = good potential for innovation
 3 = some potential for innovation
 2 = limited potential for innovation
 1 = virtually no potential for innovation

POSSIBLE SCORE	ACTUAL SCORE	AVERAGE	
<u>500</u>	<u>322</u>	<u>3.2</u>	1. Overall rating of school.
<u>65</u>	<u>32</u>	<u>2.4</u>	2. School-based staff: This category focuses on leadership and personality styles of teachers, principals, and counselors in relation to school innovativeness. Particular considerations should include interpersonal and professional interaction patterns, staff attitudes, previous working experience, and demographic characteristics of the school-based staff.
<u>75</u>	<u>51</u>	<u>3.4</u>	3. Communications: This category focuses on communication variables which significantly affect a school's potential for successfully adopting an innovation. In particular, this category is concerned with patterns of communication (both within the school and throughout the entire school system), initiators of communication, and types and forms of communication (with respect to both formal and informal channels of communications).
<u>100</u>	<u>76</u>	<u>4.7</u>	4. Innovative experience: This category focuses on the school's experience with innovations and attitudes towards innovation. Focus is on both past attempts at innovation and present plans for innovation. Particular variables which should be considered are: the degree to which a school has prepared itself for the adoption of innovation; the reasons for considering adoption of innovations; the extent to which the school has realistically assessed its needs; and the consultant role, the district role, and the community role in relation to both past and present plans for adopting innovations.
<u>70</u>	<u>43</u>	<u>3.0</u>	5. Central administration: This category focuses on relations between the central offices, school, and school board, and identifies attitudes of the central offices and school board toward innovation, their roles in relation to the school, and their awareness of the school's particular problems and needs.
<u>65</u>	<u>35</u>	<u>2.9</u>	6. School/community relations: This category focuses on such variables as the amount and sources of funding, the degree of interest and involvement of community groups in the school system, the socio-economic environment, and attitudes of the community towards the school.

Bridgeton Elementary School

INTRODUCTORY MODULE
HANDOUT 4 (p. 3)

<u>POSSIBLE SCORE</u>	<u>ACTUAL SCORE</u>	<u>AVERAGE</u>
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<u>75</u>	<u>45</u>	<u>3.0</u>
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7. Organizational climate: This category focuses on the work climate and organizational structure of both the school and the central district office. Some of the particular organizational variables which should be considered include: how decisions are made; how goals are established; what task groups exist; how task groups function; how planning takes place; what resources are available; how resources are used; how the organizational hierarchy is defined both within the school and the school district; and, the degree of centralization within the school district.

<u>70</u>	<u>40</u>	<u>2.8</u>
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8. Students: This category focuses on student behavior, attitudes, and demographic characteristics. Particular considerations should include: student behaviors in the classroom and the lunchroom; absenteeism; tardiness; discipline problems; minority relations; teacher/student rapport; and academic excellence.

AN ORGANIZATION PROBLEM

Improvement of School Communications

1. SOMEONE IN
THE SCHOOL OR
COMMUNITY
PERCEIVES NEED
FOR CHANGE

From the checklist, Ms. Gregg, the principal, and Mr. Barry, the linker, concluded that there were trouble spots in the school community which needed

to be corrected, and that the potential for innovation was not high despite the staff's extensive experience with innovative programs. The most "troublesome" categories were:

1. 2.4, School-Based Staff
4. 3.0, Central Administration
5. 2.9, School/Community Relations
6. 3.0, Organizational Climate
7. 2.8, Students

Specific problems were identified by low scores on the checklist. These included:

- There are many discipline problems in this school.
- The school district central staff waits until there is a public outcry before informing the school board of problems in the schools.
- The parents infrequently attend school events.
- It is difficult for the superintendent in this school system to accept or respond calmly to public criticism.
- The previous principal did not participate in planning with teachers or encourage consensus decision making.
- A large number of students are failing in their school work.
- The previous principal did not attend meetings and conferences away from this school district.

2. THE NEED IS
COMMUNICATED TO
APPROPRIATE
PERSONNEL IN THE
SCHOOL OR
COMMUNITY

When the faculty met to hear the results from the checklist, they were asked to meet in small groups with others with whom they do not ordinarily work.

Discussion focused on the meaning of the "trouble" spots. The small groups were asked to describe the situations in which these trouble spots have occurred. Following are some of the things that were mentioned:

SITUATION (Facts)

- There are conflicting points of view in the community concerning what schools are for (goals and objectives).
- There are conflicting groups in the community exerting pressures on the school.
- Many students may be suffering from emotional and physical disorders.
- Many pupils are culturally disadvantaged and exhibit learning disabilities.
- Teachers have a lot of data about pupils and the school, but these data are either ignored or not shared.
- The teachers' pay scale is low by national and state standards and is not increasing at the same rate as inflation.
- A lack of support for the school by parents has resulted in a pattern of defensive behavior on the part of some school personnel.

Next, faculty members listed the assumptions they were making which were related to the above facts:

ASSUMPTIONS

- The school is taking a lot of the blame for societal problems-- problems which are prevalent in all contemporary institutions.
- Both the school learning climate and the professional working climate need improvement.
- Some parents distrust some school people.
- Democratic processes should be used to establish school goals.
- Teachers are discouraged.
- Pupils have unmet physical and emotional needs.
- The school community has the resources for achieving desired results.
- Change is inevitable, and will be most productive if it is the result of careful planning.

From the facts of the situation and the assumptions made about them, the faculty developed a list of goals and strategies.

GOALS

- Involve the community in determining school priorities.
- Develop trust among members of the school and the community for the resolution of common problems.
- Bring together and use available resources.
- Apply research and development outcomes using diagnostic-prescriptive procedures.

STRATEGIES

- Select small problems to begin with (1) which have immediate probability of success, (2) where efforts will be fairly visible, and (3) which will encourage the school and the community to consider change.
- Develop a home-school coordination program involving each parent with his/her child's classroom.
- Elect committees to study each of the categories on the "trouble shooting" checklist, asking them to develop strategies for dealing with the problems identified.
- Arrange for committees to develop and use a plan for data gathering, analysis and problem-solving skills.
- Increase rewards for school personnel engaged in innovative programs.
- Develop programs of individualized and personalized instruction.

The TEC linker arranged for the committees to use problem-solving training modules in their work together. The principal took steps to organize a school-community advisory committee. Later, after the school-community committee had met several times, its members wrote the following problem statement according to specific criteria.

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PROBLEM STATEMENT

We need the support of parents as well as more shared ownership of the school's problems. There are a number of problems which will be solved only through collaboration--neither the teachers nor the parents can do it alone! Differences in values and perceptions have caused some confusion about the motives and intentions of both teachers and parents. They have not been communicating with one another on a regular basis about school affairs. There is a need for school people and parents to check their perceptions, and to develop a better understanding of the situation in the school.

1. Who is affected? The entire community is affected by the problem, but the burden falls most heavily on the school faculty and students.
2. Who is causing the problem? The problem is caused by the school staff which has not communicated sufficiently with the members of the community so that the community may understand what the problems and goals of the school are. Consequently, community members are not supportive and involved with school improvement efforts.
3. What kind of problem is it? The problem is related to insufficient and inaccurate communication.
4. What is the goal for improvement? To increase communications with parents, faculty and the entire community and to achieve agreement among a majority of community members about what the goals of the school should be. (These goals are to be used for both curriculum planning and inservice teacher education.)

Next, the committee made a force field analysis of the problem.

FORCE FIELD ANALYSIS

<u>OPPOSITE</u> <u>OF GOAL:</u> NO COMMUNICATION AT ALL AND COMPLETE WITHDRAWAL FROM SCHOOL AFFAIRS AND LACK OF INTEREST IN SCHOOL PROBLEMS	FORCES FOR THE GOAL	NOW: TOO LITTLE AND INACCURATE COMMUNICATION	FORCES AGAINST THE GOAL	<u>GOAL:</u> TO INCREASE COMMUNICATIONS WITH THE PARENTS, THE FACULTY AND THE COMMUNITY AND TO ACHIEVE AGREEMENT AMONG A MAJORITY OF COMMUNITY MEMBERS ABOUT SCHOOL GOALS
	→ - Teachers, parents and community members all want a better school. - All role groups have information and resources which would be helpful to the others. - The faculty wants parents and community input in school decisions and it wants support for change efforts.		← - All role groups are very busy already. - Some teachers feel threatened when non-professionals participate in school affairs. - The professional "jargon" of the school is hard for lay people to understand. - Parents who have experienced failure as students have negative perceptions of schooling. - Some people believe that time spent sharing concerns is a waste of time.	

3. AVAILABLE SCHOOL
OR COMMUNITY RE-
SOURCES COPE
WITH THE NEED
FOR CHANGE

The school/community advisory committee reported to the faculty. In time, the home-school program really began to pay off. Other groups and committees were

contacted, and a variety of linkages developed. Some of these linkages and their outcomes are listed below.

1. TEC-School-Pupils-Parents

Pupils were taught to assess their work by comparing it to their selected learning objectives. At the completion of each learning unit, pupils presented a folder, first to the teacher and then to their parents, which contained checklists (to report their work) and examples of their daily work. Teachers and parents both gave feedback on a comments sheet.

2. School-School Board

Teachers were granted release time each day after the last bell during the first six weeks of school to make home visits.

3. School-TEC-DOE

Training was developed for volunteer aides and a program was organized to recruit parents and grandparents.

4. School-TEC-District Office

The district office developed procedures for evaluating teacher performance in relation to specific school and classroom objectives. This replaced subjective scales of evaluation which were psychologically threatening and caused teachers to hide their real needs from supervisors.

5. School-TEC-District Office-
University

A program was begun for early identification of culturally deprived pupils who manifest learning disabilities in order to channel them into a remedial program of cultural enrichment and diagnosis.

6. School-District Office-
Professional Association-
Community Action Agency

A committee was appointed to develop a Head Start Program proposal.

7. School-Professional
Association

A committee was organized to study the relationship between number of degrees held by teachers and teacher effectiveness. The committee study resulted in a recommendation to the state legislature to provide more money to districts hiring teachers with more than one degree.

8. School-TEC-University

A committee was appointed to study the problems of pupil discipline and motivation. The study resulted in a building-level plan in-service training to improve the school climate and learning environment. Punitive methods of classroom control were to be replaced with positive reinforcement, "reality therapy," and other types of personalized instruction.

After the home-school coordination program had opened up communications within the school and community, a newly-formed facilitator team administered the "trouble-shooting" checklist again (a year and a half later) and determined that the school's potential for successfully adopting innovations was quite good. It was apparent that communications between the school and the community had improved.

A TECHNICAL PROBLEM

Improvement of Pupil Achievement

1. SOMEONE IN THE SCHOOL
OR COMMUNITY PERCEIVES
NEED FOR CHANGE

Just as work on communications had begun to pay dividends, the first state assessment scores were made public. It was clear that Bridgeton Elementary had more work to do.

The facilitator team studied the state assessment scores and applied the four criteria for defining a problem to each of the separate problems revealed

by the tests. School through the work of the committee, focused the reading assessments.

4. THE NEED IS
COMMUNICATED TO
FACILITATOR OF
SCHOOL

priorities, identified school/community advisory team's attention on the Team members studied the

assessments carefully and listed their findings on fact sheets to describe the situation. They took these data to a faculty meeting and asked teachers to share their assumptions, or beliefs, about the situation. Teachers first met in grade level groups and then formed groups which combined representatives from each level. They shared their perceptions of reading difficulties and the causes behind them. In this way, they were able to identify the special problems which

5. WORKING WITH A
FACILITATOR-LINKER
TEAM, THE NEED IS
VERIFIED AND
CLARIFIED

arose at each level as well as to locate the emergence of certain problems at various levels. This process of sharing experiences led them to examine in detail the methods currently being

used to teach reading. Teachers reported that they had begun to monitor their classroom activities more precisely, and were keeping note pads handy to record observations which might contribute new insights into the underlying learning difficulties of some of their pupils.

6. THE TEAM OF THOSE
AFFECTED BY THE
PROBLEM DEVELOPS
A PROBLEM STATE-
MENT TO DESCRIBE
THE NEED

There was consensus among faculty members about the four criteria to describe the problem: who is causing it, who is affected by it, what kind of problem is it, and what are the goals for improve-

ment. The new problem was described as a lack of skill, inappropriate materials, restrictive norms and conflicting schedules as related to the difference in time

needed by students to master certain skills. The new goal was to adopt materials which would meet the specified learning team described the yet completely. careful to describe school which would affect solution possibilities.

7. THE TEAM WORKS TOGETHER TO IDENTIFY AND SPECIFY THE CIRCUMSTANCES WHICH THE SOLUTION MUST ADDRESS

needs of students with deficiencies. The deficiencies briefly, Team members were also constraints on the

8. THE TEAM TRANSLATES THE PROBLEM STATEMENT INTO A SEARCH REQUEST FORM

The facilitator team translated the problem statements into a search request. The search request read as follows:

REQUEST FOR SEARCH
BRIDGETON ELEMENTARY SCHOOL

School Facilitators: Martha Gregg, Principal
James Whitney, Curriculum Coordinator
Betty Salmon, 2nd Grade Teacher
TEC Linker: Barry Folsom

THE SCHOOL AND THE COMMUNITY

Bridgeton Elementary School is one of twenty-four elementary schools in the Pine District Public School System which serves 480 children from a six-mile radius. Forty-one percent of the children are bused to school. Two large Federal Housing Projects contribute the majority of students who ride the bus.

The school itself is located in an area of individually owned homes. The neighborhood families have few young children.

DESCRIPTION OF THE PROBLEM

A significant number of students are performing below minimal standards on the basic skills assessment. There is at present no special instruction for these students.

STATUS OF THE SITUATION

Pupils

Family Characteristics. Bridgeton Elementary School's student population consists of 45% Black children, 15% Hispanic children and 40% White children. Two hundred and six students receive free or reduced cost breakfast and lunch.

Special Needs of Entering Pupils. Many of the children who enter Bridgeton at the kindergarten level show deficits in language development and general background knowledge. Our kindergarten teachers report that many children do not know their own full name, cannot name the colors, nor can they follow directions which use terms such as right/left, upper/lower.

Many of the children also lack social skills and often disrupt learning activities.

Test Scores. In the Fall 1976 California Test of Basic Skills, 28% of our students fell below the 25th percentile level in total reading skills.

Other Measures of Observation. Not reported.

Other Pupil Attributes. In general, a number of our pupils show little motivation for school learning. Few take advantage of educational opportunities, such as using the public library or bookmobile or watching TV programs that are educational.

Current Curriculum and Materials

Current Materials. The 1973 Edition of the Bold Basic Reading Series is used as a text for all grades (K-6). This series attempts to provide a complete Language Arts program.

Supplementary Materials. A number of texts from other publishers are used by some teachers. Several teachers share SRA reading kits. The District Media Center loans kits, film-strips, and tape cassettes.

Difficulties with Current Materials. One of the main difficulties with the Bold series is that it attempts to provide a total Language Arts program. Emphasis is placed on literacy skills, spelling and grammar to the degree that essential reading skills seem to be neglected. There is not enough time spent on learning and practicing the basic skills of reading. This may partly account for the fact that the more able students perform acceptably in the Bold series, while the underachiever, the new student, and the slow learner meet too many failures.

Initially, the series does not provide enough emphasis in phonics. There is not enough teaching time devoted to learning letter names, discriminating letter shapes and identifying sounds associated with printed letters. Thus the student is not given a good foundation for acquiring word attack skills and learning sight words. We need a program which provides a better balance between these two facets in order to provide for the students specified in the preceding paragraph.

Some of the activities and tests are not relevant to or do not test the objectives with which they are said to be identified.

Comprehension skills do not move through the levels (i.e., literal through critical comprehension) smoothly or slowly enough, even for the average student. More lower-level comprehension activities need to be performed before progressing to more sophisticated levels.

There appear to be too many gaps in skills development from third to fourth grade. Practice activities in essential reading skills are not frequent enough.

Teaching Practices

Class Grouping. Basic skills are taught in small groups within the classroom. Pupils are grouped in accordance with needed skills.

Placement of Pupils. Children are placed in groups based on teacher observation, test scores, informal screening, Bold Placement tests, and cumulative folder information. Sometimes conferences with previous teachers are helpful in placement.

Individual Teaching. Individual teaching is done by teachers on a time available basis. Kindergarten and primary teachers are helped by parents and volunteers as well as by paid aides.

Helpers. Aides, parent volunteers, and interested friends are used extensively in the primary grades with a few volunteers working in the intermediate grades. These helpers are available daily to do any supervising, tutoring, or clerical work that is needed. Each teacher takes the responsibility for training helpers in the areas in which they are utilized.

Diagnosis/Prescription. Cumulative folders, report cards, and parent conferences are all part of the record keeping required by the system. A checklist in reading to accompany the Bold Basic Reading System follows the student from kindergarten through the sixth grade. This checklist serves as a basis for prescriptions after diagnosis has been accomplished. Pine County School also requires that checklists of basic skills be kept; consequently, teachers must keep both records.

Florida Assessment. Weakness in the Communication Skills of the 1976 Statewide Assessment in the third grade included compound words, determining meaning of sentences, identifying irrelevant statements, and alphabetizing. The fifth graders who fell below the 70th percentile in the above objectives were weak in these additional skills: determining if paragraphs have the same meaning, identifying the main idea, sequencing, predicting outcomes, drawing conclusions, distinguishing between fact and opinion, and following directions (two and three step).

Pupil Promotion Practices. Through the cooperative effort of student, parent, teacher and principal, a student is evaluated to see if retention in grade is necessary. Should this be the case, different experiences, materials and associates are provided. Within our total program, however, we usually find it much more beneficial to promote the student and then to prescribe individual learning experiences which will be success oriented, while addressing the student's weaknesses.

Teacher Competencies. Although they do not always use the diagnostic/prescriptive system in the strictest sense, teachers are knowledgeable in the method and use parts of it in assessing, placing, recording, and remediating individual problems. Team meetings are held daily or weekly and provide opportunities for exchange of ideas and problem-solving within grade levels.

Relations with Parents

Volunteers. Parents in the kindergarten-primary departments are very active in school instruction as volunteers, as described previously. Fewer parents are used as helpers in the intermediate levels.

Home Monitoring. Some parents provide good support for their children's education. Teachers are of the opinion that lack of home monitoring and poor school learning often occur together.

Parent Organization. The Parent-Teacher Organization has active and enthusiastic members, but they constitute a small percentage of the total parent population.

Outside Assistance

Consultants. The district provides a reading coordinator who visits the school several times a year. Inservice training is available through the Teacher Education Center. Dr. Harold Walker, Southernmost University, is our university linker, and has provided us with many insights to our problems with the Bold Basic Reading Series.

Built-In Limitations

Limiting Factors. The Bold Series is mandated for use in the county. Any additional materials must be of a supplemental or organizational nature.

Organizational Limits. The faculty has discussed alternative teacher strategies, such as team teaching, or changing the functions of personnel. The majority of the faculty was against any changes which require a disruption of the teacher-class organization.

ESSENTIAL DECISIONS

Through faculty meetings during post-school time it was decided that emphasis for the 1977-78 school year would be placed on reading. Low scores on the California Test of Basic Skills and Statewide Assessment both verified the need for more attention to reading skills. Weaknesses that seemed to increase as the student progressed through the Bold Series became the focus of our search. In working through this problem we find that the skill gaps created in using only the Bold Series need to be filled in or supplemented with other materials.

SPECIFIC CHANGES

The specific changes we would like to bring about in the Bridgeton Elementary reading program include:

1. Improving essential reading skills, using a stronger phonics approach to balance the sight-word approach emphasized in the Bold Series at the K-1 level.

2. Obtaining materials and developing techniques that make teaching the essential skills enjoyable for the students.
3. Instituting a program that provides smaller steps and much practice for students who need it. This is needed in beginning reading and also in reading comprehension activities.

GOALS

Our general goals are:

- To provide a reading program that meets the needs of all of our students, not simply the more able ones.
- To improve student performance on the Florida Statewide Assessment Tests and the California Test of Basic Skills.
- To teach efficiently and effectively so that our children learn skills that enable them to continue to learn and to enjoy learning from reading.

NATURE OF THE SOLUTION

The solution which Bridgeton Elementary School would like to use should include programs and materials which supplement the gaps in the Bold Basic Reading Series. These materials should provide diagnostic measures that are easy to use, with prescriptive instruction for those children having difficulty. The materials should be motivational to children. The materials should begin with pre-reading skills and continue to the development of reading comprehension skills.

10. THE SEARCH UNIT
CONDUCTS SEARCH AND
SENDS SUGGESTED
OPTIONS TO SCHOOL

When the faculty had confirmed that the statement contained all needed data, it was forwarded to a search unit. A member of the search team discussed the problem with the linker prior to beginning the search to be sure that the problem was understood as intended. A few weeks later, the facilitator team received the following reply:

REPORT TO PINE COUNTY
TEACHER EDUCATION CENTER
ON
REQUEST FOR SEARCH, BRIDGETON ELEMENTARY SCHOOL

Prepared by: Options from Research and Development
Office of Dissemination/Diffusion
Florida Department of Education

Introduction

We understand the problem posed by Bridgeton Elementary School to be as follows: The 1976 Statewide Assessment Test has pointed up deficiencies in the present reading program. The present program lacks step-by-step instruction in word attack (decoding) skills and in developing abilities to find, recall, and interpret information from text.

We feel that the Request for Search demonstrates that you have sufficiently identified the causes of the problem in the present program. We agree with your identification and will not repeat a discussion of the factors involved.

We prefer to write short reports in response to school requests. However, we think this report may not be short. There are several parts to your problem, and there exist R&D products relevant to each of these parts. You may, of course, decide that some of the parts we address are not of high priority, and are best put aside for later consideration. We trust you will understand that the various products described cannot and should not be substituted one for the other. Instead, we hope you will be able to come to a decision about each of the parts of the problem. Beyond that, of course, is your judgment of how the parts can best be fitted together to provide a well-integrated and coherent reading program.

Organization of the Report

To answer your problem we will address directly your requests for suggestions which:

strengthen the decoding (word attack) skills program
in the primary level

improve essential reading skills in finding, recalling,
and interpreting the information from text

In the main body of the report, we will provide a brief description of practices and educational products which you may wish to consider as parts of your plan for implementing the changes you desire. The Appendices will contain fuller descriptions of each educational product that is mentioned.

Report

I. Strengthening Decoding Skills

- A. BEGINNING READING
PROJECT MARC
PRE-READING SKILLS PROGRAM
ALPHAPHONICS
- B. REMEDIAL PHONICS
SOUNDER
TEACHING ALL CHILDREN TO READ

II. Improving Essential Reading Skills

A. Reading Comprehension Proficiencies

- 1. Decoding
(Educational Products mentioned above)

- 2. Reading Fluency

PROJECT MARC
SWRL/GINN BEGINNING READING PROGRAM
ECPC LISTENING PROGRAM

- 3. Sentence Knowledge

DISTAR LANGUAGE KITS
SENTENCE MAKERS

B. Textual Reading Strategies

- 1. Diagnostic/Prescriptive Programs

WISCONSIN DESIGN FOR READING: COMPREHENSION STRAND
WISCONSIN DESIGN FOR READING: INTERPRETIVE STRAND

2. Supplemental Materials

HOFFMAN COMPREHENSION INSTRUCTION KITS

3. Workbooks

Following Directions
30 Lessons in Notetaking
Lessons in Paragraphing
Specific Skills Series
Multiple Skills Series

Strengthening Decoding Skills

Beginning Reading. You have identified the need for a phonetic skills approach as the core of your early reading program. We will suggest several educational products which provide the sequential steps needed in the development of symbol/sound correspondences. There are several very good educational products available which are particularly applicable to Grades K-2. We have limited our suggestions to PROJECT MARC, PRE-READING SKILLS, and ALPHAPHONICS. PROJECT MARC is the most comprehensive of the three. It provides a curriculum for K-2. From there students may go into the Holt Reading Series. The linkages between letter symbols and sounds are the basis of the MARC Program. The correspondences are learned and practiced with direct teacher supervision. The learning is reinforced with a multitude of learning center activities. The MARC readers provide practice in the use of decoding skills. Each story is built around one or two letter sounds or word patterns.

Using a step-by-step process, the PRE-READING SKILLS PROGRAM is designed to teach children to discriminate letters by sight and sound, and to associate letter sight with sound. The program covers a year in segments of 20 minutes per day, in which games and activities provide practice in learning the necessary pre-reading skills. The program does not go into sentence reading, and in this respect is more limited than MARC.

The ALPHAPHONICS program has much the same objectives and scope as does the PRS program. The objective of writing letters is incorporated into the curriculum. Direct teaching and worksheets provide the instruction.

Remedial Programs. For children in grades 3-6 who have failed to learn decoding skills, you may wish to consider a special program which allows for step-by-step learning. We note that aides are available in primary grades. Possibly aides, or volunteers, could be used to conduct tutorial programs for children who need to learn the essential decoding skills. We can suggest two tutorial programs: (1) SOUNDER, and (2) TEACHING ALL CHILDREN TO READ. Both provide step-by-step instructions for tutors. Both concentrate upon having students hear sounds in words and learn the letters and letter patterns associated with the sounds.

Improving Essential Reading Skills

In attacking the problem of improving essential reading skills, both indirect and direct approaches may be valuable.

Reading Fluency. The kinds of performance called for in tests of reading comprehension (inferences, details, main ideas, etc.) depend upon the attainment of a stage of reading development sometimes referred to as "reading fluency." This stage is reached when certain enabling skills have been learned. Through the learning of these prerequisite skills, proficiency in reading comprehension is approached "indirectly."

Suppose that a student is capable of comprehending the message of a printed text only if it were read to him. If this were the case, then what would cause the student not to comprehend that same message when he reads it himself?

- (1) He would fail to comprehend if he could not "say" the printed words so that he could find their meaning in his oral vocabulary. A student is able to "say" a word by (a) using his decoding skills, and (b) recognizing the word by sight.
- (2) The student may fail to comprehend if he cannot say the words (to himself) fast enough to make sense of the meaning of phrases, sentences, and text in which the words occur. If word recognition and the finding of word meaning proceeds too slowly, then comprehension will be difficult.

A child who can say a printed word unhesitatingly has acquired an enabling skill for reading fluency. Practice seems to be the most important factor in reading fluency. Practicing saying sight words without faltering should contribute to reading proficiency. Reading stories out loud over and over is another kind of practice. SWRL/GINN BEGINNING READING PROGRAM provides take-home books so that children may get reading practice. Project MARC provides interest-readers along with read-along-tapes to increase fluency.

There are a number of other read-along tape programs. The EARLY CHILDHOOD PREVENTIVE CURRICULUM has taped 66 children's stories. A worksheet accompanies each story. The tapes may be purchased at cost from PAEC.

Sentence Knowledge. Still a third kind of enabling skill deals with the forming of sentences from words. In early grades, instruction in this skill may depend largely on teacher presentations using oral speech. In later grades, printed materials may be used for the same purpose. In one way or another, children need to learn how to make syntactically correct sentences.

If a child has knowledge of sentence structure, he will be able to fill in a blank space left in a sentence with a word of correct form. He will not put an action word in a blank space which requires the name of an object. If given a set of words (random order) he will be able to arrange the words into a sentence. Project MARC has learning center activities which provide practice in sentence formation. The DISTAR LANGUAGE KITS are designed specifically for language learning. The DISTAR LANGUAGE KIT II deals specifically with sentence knowledge.

The teacher can probably think of many activities which can provide instruction in sentence knowledge. An idea for teacher-constructed SENTENCE MAKERS is reported in an Appendix.

Textual Reading Strategies

Readers in grades 3-6 who perform below expectations on the comprehension portion of the Statewide Assessment Test may do so because of a need to learn the enabling skills previously described. In addition, however, they may need

to practice these strategies in a "direct" fashion. Textual reading strategies are broad capabilities used by a reader when he is asked: (1) to find or recall information from text (details, main idea, etc.), or (2) to infer ideas from the text (writer's intention, distinction of fact and opinion, etc.)

There are some educational products which may aid your attempts to solve the problems of developing textual reading strategies. Researchers and instructional designers from the University of Wisconsin have developed a diagnostic/prescriptive system related to the ability to find information in text and to interpret information from text. The diagnostic and prescriptive instruction begins with the use of pictures and oral interactions with the teacher and proceeds to sentence reading and text reading. The prescriptive instruction comes in the form of worksheets (2 or 3 for each objective) and identified sources in popular basal texts. A complete description of the WISCONSIN DESIGN FOR READING: COMPREHENSION STRAND and INTERPRETIVE STRAND will be found in the Educational Products Appendices.

There are other materials which could supplement your present resources for building textual reading strategies. Hoffman publishes two COMPREHENSION INSTRUCTIONAL KITS (IA and IB) which are keyed to objectives on the Statewide Assessment Test. These kits were developed and tested in Dade County, Florida. Hoffman also publishes the DADE COUNTY ASSESSMENT KITS which correspond to the INSTRUCTIONAL KITS, but we consider the testing system cumbersome when compared with that of WISCONSIN DESIGN.

There are also several workbooks published by various companies which may be useful. Some have been field tested, and others have been used by projects which have been validated. A fuller description of these workbooks will be given in the Appendices.

Curriculum Associates:

Following Directions; Primary and Intermediate
30 Lessons in Notetaking
Lessons in Paragraphing

Barnell Loft, Ltd.: Specific Skills Series

Lowell and Lynwood, Ltd.: Multiple Skills Series

The team also received an appendix which contained descriptions and examples of each product which was recommended.

At first, several members of the facilitator team expressed disappointment with some of the options which were sent from the search unit. The TEC linker, using his consultative skills, probed the causes behind the team's disappointment. Through interviews and discussions, it was learned that teachers had a variety of expectations about the options they would receive which they had "taken for granted," and consequently, had failed to specify in the description the circumstances the options must address. For example, some of the suggested reading materials did not contain colorful illustrations. Primary grade teachers could not imagine adopting reading materials which were not visually appealing to young children. Other "hidden agendas" emerged, and the team developed a more comprehensive description of the desired R&D option. This helped them in their analysis of the options, and enabled them to form a more precise request for additional options. More careful study of the options provided revealed that the reading materials which lacked attractive illustrations were for teacher use, not for use by the pupils. Understanding of the options was not always immediate, and the facilitator team was appreciative of the TEC assistance which helped them to achieve clarification.

The facilitator team selected several of the products which seemed to match the solution specifications in the search request, and they took their recommendations to grade-level faculty meetings. When grade-level groups expressed an interest in certain materials, the linker arranged for committees to visit demonstration centers, or for demonstrators of the materials to visit the school and

11. THE TEAM STUDIES
AND SELECTS
SOLUTION(S)

hold workshops. Finally, when it was clear to everyone what the suggested options contained and what changes were required in the current school program, several products were chosen for adoption.

The prospective users of the materials were again involved in the planning process. They felt they would need some training to use the new materials and supportive technical assistance through the several stages of implementation.

Evaluation of the

to be very

would provide

spot problems which

12. THE TEAM PLANS FOR
MANAGING AND SUPPORT-
ING THE IMPLEMENTATION
OF THE SELECTED SOLUTION

implementation seemed

important, because it

the data needed to

might arise in using

the materials. The facilitator team learned that many adoptions are abandoned before they are mastered because inadequate evaluation procedures are used.

They cautioned the teachers not to expect overnight success, but to develop evaluation procedures which would report on small increments of progress,

comparing pupil performance after several complete cycles of use. The TEC

linker helped them develop plans for implementing the adoption which would

assure that necessary resources would be available, including an action plan

to clarify roles and responsibilities and to get help if and when it is needed.

13. THE TEAM "TROUBLE
SHOOT" THROUGH
SEVERAL CYCLES OF
USE OF THE SOLUTION
UNTIL ITS USE BECOMES
ROUTINE AND GOAL IS
ACHIEVED

After the products were adopted, the linker visited the school often to check on concerns the teachers had which were related to the materials.

Not only were the teachers helpful to one another in mastering new methods required by the materials, but they were equally helpful in adapting materials

to the new setting. They discovered that each of the products they had adopted contained not one but several innovations. This meant that if a teacher took two new sets of materials into his classroom, he might be attempting to master as many as a dozen intricate, new methods at one time. Teachers also found that some of the objectives the innovations were designed to reach were already being reached in their classrooms by other means. In such cases, the innovations could be left out of the adoption, or they could be postponed.

Teachers realized that solutions provided by the Florida Linkage System through the TEC needed to be adapted to the circumstances found in the school. They saw that an organized problem-solving approach could bring relevant, practical and interesting new ideas into the building and, most of all, that R&D products used appropriately could help children achieve in the basic skills.

Eventually, the school adopted a program of multi-aged grouping and individualized instruction. The following is what the teachers said about using research and adopting programs of planned change:

WHAT THE TEACHERS SAID ABOUT USING
RESEARCH AND ADOPTING PROGRAMS OF PLANNED CHANGE

Key Factors are: the support of the administration and winning the support of critics.

COMMUNICATIONS AND SUPPORT:

Don't expect automatic acceptance from others. Parents may object to "experiments" with their children.

Allow for student input, suggestions and evaluations. Let students see the purpose of what they are doing.

County and state administrators must support and understand the project.

Be sure parents are brought in and understand the program.

COLLABORATION:

Be sure that everyone who is involved understands the purpose of what is being done. People who do not fully understand the purpose of a task often make critical mistakes because they assume a different goal.

Don't be afraid to ask for help in understanding data. Ask the people who were involved in collecting them what they think these data mean.

Teachers must be part of the original decisions regarding problem selection and study leading to the adoption of a new program.

Experience must augment training and make it meaningful and useful.

DOCUMENTATION:

Note details; document everything that happens for later study.

Be sure to define what is not replicable in a situation, such as your personal style and personality.

GOALS:

Research or adoptions must not disrupt the whole instructional program, though it will necessitate that some goals be set aside and exchanged for some research goals.

Be sure the project is worthwhile.

Don't attempt too many projects (or changes) in the same classroom at one time.

Select priorities and stick with them.

TRAINING:

Teachers must learn to shift emphasis. For instance, from focusing on the cognitive domain to focusing on the affective or psychomotor domains. It may be necessary to provide training for this.

Teachers must learn to be comfortable when everyone isn't learning the same thing. A program which is appropriate for some pupils and/or teachers may not be right for others.

RESOURCES:

Be sure there are adequate resources for bringing in consultants to help solve problems and for teachers to travel to other schools which have solved problems similar to theirs.

Teachers can not do it all! They will need aides and administrators to assist with change.

CASE STUDY WORKSHEET

The problem-solving steps described in the Case Study demonstrate some technical assistance strategies which school teams can use in day-to-day realities of the local school community. The training in the FLS module is intended to introduce school problem-solving teams to these strategies, and to provide them with opportunities to practice some techniques which carry out these strategies. Study the questions below and work alone for 10-15 minutes to answer the questions. You will be asked to share and discuss your answers with your team later.

1. What aspects of school community functioning are priorities for change?

2. Name some data gathering techniques and instruments used in the strategy described here.

3. What knowledge of the educational setting was retrieved and used for diagnosing the situation?

4. What scientific knowledge was drawn on to assist with the problem-solving process? (Scientific knowledge may be theory, research findings, or methodologies.)

5. What are the implications of this knowledge? That is, what are some things the school should do, given this scientific knowledge and knowledge of the school setting?

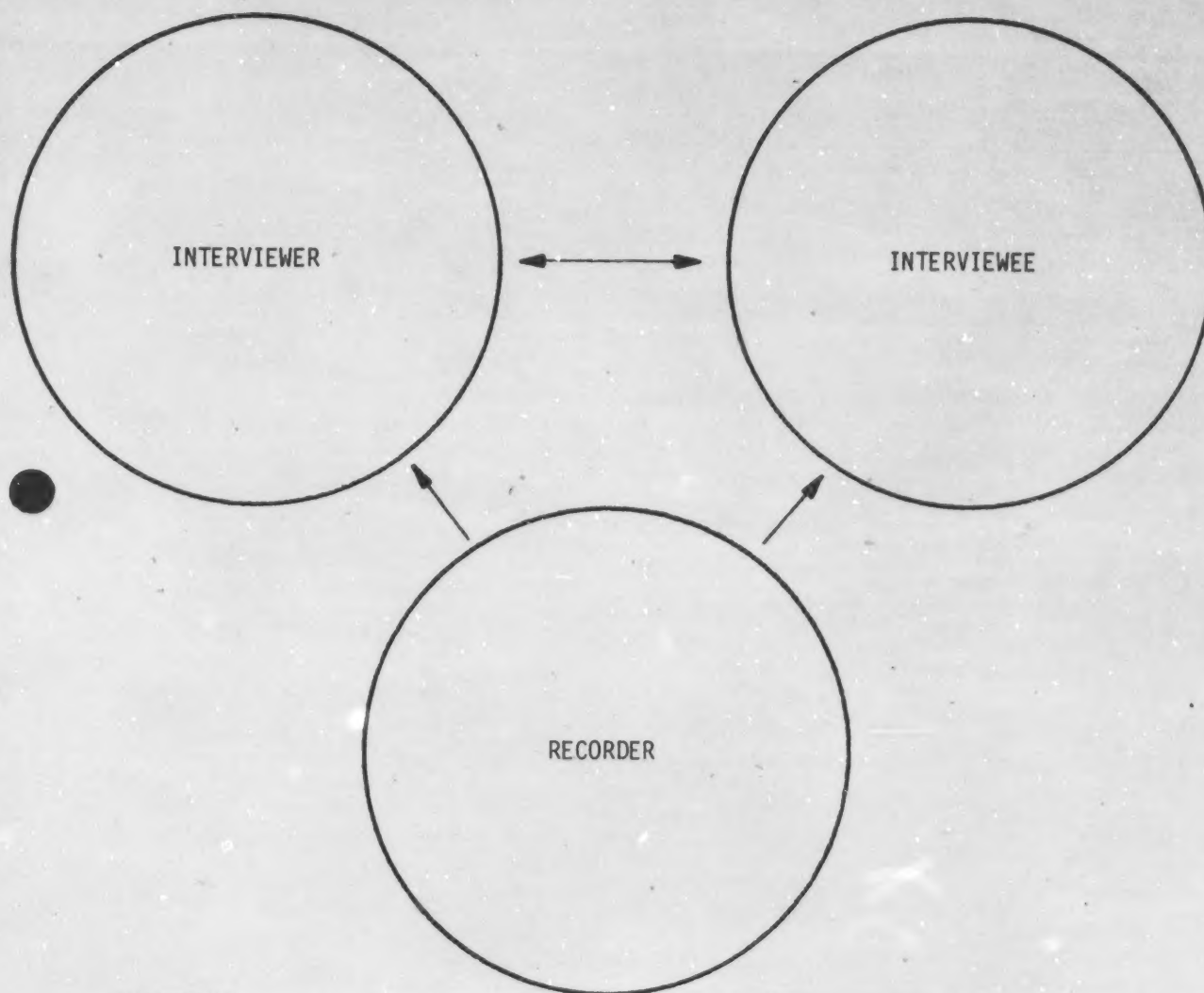
6. What were some tasks done by linker(s) to assist the school with these techniques and strategies?

7. What were some tasks done by other units outside the school to carry out these strategies?

8. What appear to be the key concepts in this approach to problem solving?

Share and discuss your answers with your team.

TRIO ROUND ROBIN



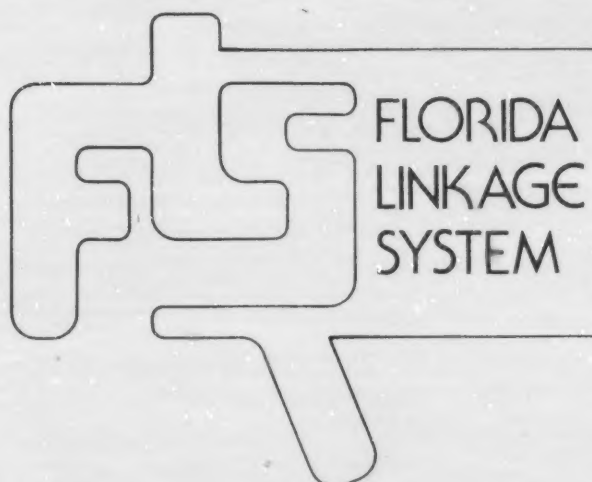
QUESTIONS:

1. What do you want from the FLS?
 - How do you think FLS might help the school?
 - How might it help you individually?
2. What are your concerns about the FLS?
3. Are you willing to serve as a facilitator for FLS?

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**ASSESSING THE NEEDS
OF THE ORGANIZATION**

Set II



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

June 1978

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Secretary of State
1978

ASSESSING THE NEEDS OF THE ORGANIZATION

To be completed before the workshop.
The data collected by this module
provide the basis for the study of
the school as a social system.

ASSESSING THE NEEDS OF THE ORGANIZATION

In order to complete the following module, school districts will need a copy of The "Trouble Shooting" Checklist for School-Based Settings by Brad A. Manning.

The booklet contains copies of the checklist and instructions for scoring.

Copies of the booklet are available at nominal cost from:

Research and Development Center in
Teacher Education
University of Texas
Austin, Texas

MODULE FOR DIAGNOSING THE ORGANIZATIONAL NEEDS OF A SCHOOL

(And to Measure a School's Potential for Successfully
Adopting and Implementing Educational Innovations)

1. ADMINISTER the "Trouble Shooting" Checklist (TSC) for School-Based Settings Instrument to as many members of the professional school staff as possible.*
2. REVERSE all responses according to the reverse key on page 10 of the booklet.
3. TALLY the results on the Tally Sheet in this module.

EXAMPLE: Tally Sheet for "Trouble Shooting" Checklist

Item	Average Score	Item Average	Responses							No. of Responses	Actual No. of Responses
			5	4	3	2	1	NA	?		
1	94	3.6	2	14	8	2	0	2	2	30	26

The actual score for the single item can be obtained by multiplying the number of responses times the scale rate, and totaling the tallies.

$$\begin{array}{r}
 5 \times 2 = 10 \\
 4 \times 14 = 56 \\
 3 \times 8 = 24 \\
 2 \times 2 = 4 \\
 1 \times 0 = 0 \\
 \hline
 94
 \end{array}$$

The item average is then computed by dividing the actual score (94) by the actual number of responses (26): $94 \div 26 = 3.6$

Even though the overall rating of the school is high and the potential for adoption is adequate according to the checklist, specific trouble spots can be identified by checking the item averages on the tally sheet.

*From The "Trouble Shooting" Checklist for School-Based Settings, by Brad A. Manning. University of Texas, Austin. 1976.

4. SCORE the instrument according to the instructions which begin on page 10 of the booklet.
5. RECORD the actual score on the "Trouble Shooting" Rating Sheet. To find the item average score, first subtract from the number of responses all answers of "NA" and "?". For example, if there were thirty responses to item #1 and four of them were "NA" or "?", the actual computed score (after using reverse key and totaling the tallies) should be divided by 26 (rather than 30) to find the item average.

EXAMPLE: "Trouble Shooting" Rating Sheet

<u>Possible Score</u>	<u>Actual Score</u>	<u>Average</u>	
<u>500</u>	<u>322</u>	<u>3.2</u>	(1. Overall rating of school)
<u>65</u>	<u>22.75</u>	<u>2.675</u>	(2. School-based staff)

1. $\frac{322 \text{ (actual score)}}{100 \text{ (no. of items)}} = 3.2 \text{ (average)}$
2. $\frac{22.75 \text{ (score for Scale I)*}}{8 \text{ (actual no. of responses after subtracting "NA" or "?")}} = 2.675 \text{ (average)}$
6. ANALYZE the responses. If an item average for any of the seven scales is less than three, there is limited potential for innovation without "trouble shooting" to correct the problem.
7. CHECK item responses. If any average score is below three, ask yourself why. If you have questions as to the meaning of the answers, an important resource to help get immediate answers is the people who filled out the survey. How you get that clarification will be guided by your own perceived needs and style.
8. RESPOND to the concerns expressed here. The "Trouble Shooting" Checklist was designed to measure an organization's potential for the successful adoption of innovations. The higher the scores on each scale, the higher is the probability that your change efforts will be successful.

*See TSC by Scales (p. 1) in this module.

9. FOCUS your efforts on your faculty's specific concerns. Go back to the individual items to discover which ones received scores less than 3.
10. USE the data gathered here for a Study of Your School as a Social System.
11. DEVELOP STRATEGIES for school improvement based on your study.

"TROUBLE SHOOTING" RATING SHEET

5 = excellent potential for innovation
4 = good potential for innovation
3 = some potential for innovation
2 = limited potential for innovation
1 = virtually no potential for innovation

POSSIBLE SCORE	ACTUAL SCORE	AVERAGE	
500	_____	_____	1. Overall rating of school.
65	_____	_____	2. <u>School-based staff</u> : This category focuses on leadership and personality styles of teachers, principals, and counselors in relation to school innovativeness. Particular considerations should include interpersonal and professional interaction patterns, staff attitudes, previous working experience, and demographic characteristics of the school-based staff.
75	_____	_____	3. <u>Communications</u> : This category focuses on communication variables which significantly affect a school's potential for successfully adopting an innovation. In particular, this category is concerned with patterns of communication (both within the school and the entire school system), initiators of communication, and types and forms of communication (with respect to both formal and informal channels of communications).
100	_____	_____	4. <u>Innovative experience</u> : This category focuses on the school's experience with innovations and attitudes towards innovation. Focus is on both past attempts at innovation and present plans for innovation. Particular variables which should be considered are: the degree to which a school has prepared itself for the adoption of innovation; the reasons for considering adoption of innovations; the extent to which the school has realistically assessed its needs; and the consultant role, the district role, and the community role in relation to both past and present plans for adopting innovations.
70	_____	_____	5. <u>Central administration</u> : This category focuses on relations between the central offices, school, and school board, and identifies attitudes of the central offices and school board toward innovation, their roles in relation to the school, and their awareness of the school's particular problems and needs.
65	_____	_____	6. <u>School/community relations</u> : This category focuses on such variables as the amount and sources of funding, the degree of interest and involvement of community groups in the school system, the socio-economic environment, and attitudes of the community towards the school.

POSSIBLE SCORE	ACTUAL SCORE	AVERAGE
-------------------	-----------------	---------

75

7. Organizational climate: This category focuses on the work climate and organizational structure of both the school and the central district office. Some of the particular organizational variables which should be considered include: how decisions are made; how goals are established; what task groups exist; how task groups function; how planning takes place; what resources are available; how resources are used; how the organizational hierarchy is defined both within the school and the school district; and, the degree of centralization within the school district.

70

8. Students: This category focuses on student behavior, attitudes, and demographic characteristics. Particular considerations should include: student behaviors in the classroom and the lunchroom; absenteeism; tardiness; discipline problems; minority relations; teacher/student rapport; and academic excellence.

TALLY SHEET FOR "TROUBLE SHOOTING" CHECKLIST

ITEM	ACTUAL SCORE	ITEM AVERAGE	RESPONSES							NO. OF RESPONSES	ACTUAL NO OF RESPONSES
			5	4	3	2	1	NA	?		
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											

ITEM	ACTUAL SCORE	ITEM AVERAGE	RESPONSES							NO. OF RESPONSES	ACTUAL NO. OF RESPONSES
			5	4	3	2	1	NA	?		
26											
27											
28											
29											
30											
31											
32											
33											
34											
35											
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45											
46											
47											
48											
49											
50											

MODULE 0
TSC TALLY SHEET (p. 3)

ITEM	ACTUAL SCORE	ITEM AVERAGE	RESPONSES							NO. OF RESPONSES	ACTUAL NO. OF RESPONSES
			5	4	3	2	1	NA	?		
51											
52											
53											
54											
55											
56											
57											
58											
59											
60											
61											
62											
63											
64											
65											
66											
67											
68											
69											
70											
71											
72											
73											
74											
75											

ITEM	ACTUAL SCORE	ITEM AVERAGE	RESPONSES							NO. OF RESPONSES	ACTUAL NO. OF RESPONSES
			5	4	3	2	1	NA	?		
76											
77											
78											
79											
80											
81											
82											
83											
84											
85											
86											
87											
88											
89											
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91											
92											
93											
94											
95											
96											
97											
98											
99											
100											

"TROUBLE SHOOTING" CHECKLIST BY SCALES

SCALES. In order to derive each scale score, add the ratings for the respective item numbers listed below (the symbols "?" and "NA" should be assigned 0 score values):

SCALE I: (School-based Staff)

5. Non-supporters of innovation work on committees and/or travel to school with supporters of innovation.
33. The principal attends meetings and conferences outside of the school district.
35. The teachers at this school ask well-informed questions about instructional procedures.
37. The teachers have developed some new classroom practices on their own.
41. The counselor has a poor rapport with teachers
59. There are grave weaknesses in the channels and procedures for dissemination.
65. The teachers at this school interact outside of school hours.
67. Teachers at this school attend professional meetings outside of their school district.
68. The teachers have some peer support system established to assist each other in their teaching responsibilities.
73. The counselor serves the dual function of being an administrator and a counselor.
78. The school counselor has disciplinary responsibilities.
80. A few of the teachers who have been with the school for a long time support innovation.
85. Most of the teachers leave school as soon as possible after the students are dismissed.

SCALE II: (Communications)

7. Direct, two-way communication occurs between administrative staff and the teaching staff.
16. The teachers receive regular communications about what is happening in the school system at large.
19. Board members communicate often with the superintendent.
20. The principal communicates well with the community.
24. The principal often visits teachers' planning sessions.
29. The principal communicates face-to-face with teachers and/or staff, rather than by memo or phone.
53. The curriculum specialists have systematically collected information about the needs of the school through direct contact with teachers.
56. The administrative staff communicates regularly with the teaching staff.
60. The principal, teacher representative, or outside agent meets with small groups to determine the groups' understanding of the innovation.
75. A school administrator initiates communications with the change agent.
76. Teachers attend workshops teaching identification of problem areas in schools.
82. The principal does not often ask for suggestions from the faculty.
87. The principal receives most communications from the central offices by way of memos.
91. The principal, teacher representative, or outside agent meets with small groups of teachers in order to receive teachers' opinions.
98. Teachers at this school can give their honest opinions to the principal with confidence.

SCALE III: (Innovative Experience)

3. This school is considering innovations that contain easily alterable materials which can meet the demands of varied teaching situations.
11. Analyses have been made concerning the effects of innovations on the entire school.
17. Change agents have been invited to return more than once for information on educational change processes.
23. The teachers at this school know very little about new educational practices.
25. School personnel are pressured to change by the central school district office.
32. Innovation attempts up to this time have not been carried out successfully on a day-to-day basis.
42. Teachers are pressured from the central offices to implement innovations quickly.
45. Innovations have been imposed externally in this school system without regard to specific local needs.
47. Members of this school have requested the opportunity to see, in operation, an innovation which is under consideration.
50. The school plans for implementation of innovations include systematic procedures for staff education.
58. This school would only be interested in making changes to avoid criticism from the school district central office.
62. The superintendent involves the teaching staff, especially during the decision-making phases of the curriculum change process.
64. The person introducing the innovation has recognized authority in the school.
79. Many types of instructional materials have been examined by members of this school system in order to determine what innovation would be best suited to their needs.
84. Specific problems and needs have been identified by members of this school system.
100. Although the teachers have already been working with an innovation for some time now, they do not fully understand what the innovation is all about.

SCALE IV: (Central Administration)

4. The central office waits until there is a public outcry before informing the school board of problems in the schools.
9. The school places blame on the central office for most of its problems.
14. The superintendent in this school system cannot withstand any criticism.
21. The board of education does not actively oppose innovations.
22. The central office does not inform the school board about what is new in the field of education.
30. The curriculum specialist does not have credibility with the teaching staff.
36. There are well-informed research and evaluation personnel at the central office.
43. The central administrative personnel favor innovations which do not alter the system's overall structure.
61. All power lies in the central office of the school district.
81. The central office is pushing the adoption of innovations for the benefit of federal money.
89. The curriculum specialist evaluates in a constructive way.
90. The central office provides individuals who are fostering research.
96. Decisions in the central office are based on information contributed from all levels of the school system.
97. The school board helps to obtain funding for innovations which are initiated by the individual schools.

SCALE V: (School/Community Relations)

1. There is much concern from the state legislature over how the innovation will affect the curriculum.
12. It is part of the principal's job to maintain good relations with the community.
13. The parents infrequently attend school events.
26. The superintendent receives community opinion directly, rather than depending on central office staff to relay messages.
27. This school system has effective representation in community politics.
31. Board members believe that the community supports innovation.
34. The parents are kept well-informed of school events.
39. Applications for funding in this school district require specific information on procedures and/or evaluation.
40. This community has elected school board members who are interested in innovation.
44. The parents feel that they are able to give their opinions to the school administration.
52. The parents have supported educational changes in the past.
70. This school system is sensitive to community opinions.
93. Local agencies which control funds are vague about how the funds can be used.

SCALE VI: (Organizational Climate)

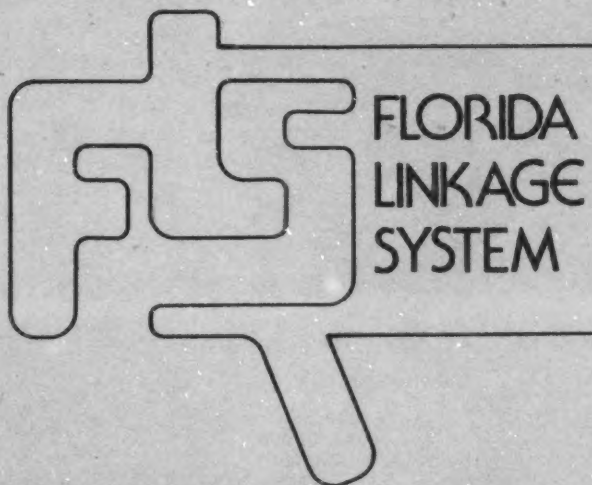
6. The board members are highly concerned about faculty-administration-board relations.
8. The school district has an intricate bureaucratic system.
10. Reasons for change are understood by members of this school.
18. Teachers and principals do not jointly establish goals.
38. The atmosphere among most teachers is more competitive than cooperative.
46. There are no strong pressures for change outside of this particular school.
48. There are several isolated subsystems in this school.
51. The process of decision making is clearly defined.
55. Concrete activities, necessary for carrying out educational changes, have not yet been specified.
63. Teachers have access to the kinds of resources which they feel they need.
72. Groups of innovators and non-innovators have emerged in the form of in- and out-groups.
74. The teachers are given sufficient time during the day to plan, eliminating the need to take most of their work home in the evenings.
86. The teachers at this school are encouraged to participate in summer planning sessions.
92. No channels exist in the organization for appealing decisions.
99. The principal encourages decision making by consensus.

SCALE VII: (Students)

2. There are many discipline problems at this school.
15. The students respect individual differences among themselves.
28. A large number of students at this school are receiving failing marks in their coursework.
49. The students are extremely rowdy in the lunch room.
54. The students feel that they are learning things which are relevant to them.
57. Although these students have their ups and downs, they are not basically frustrated.
65. The students don't seem to be paying attention in the classroom.
69. The students work well independently.
71. To a large degree, the students are self-directing.
77. The students feel that they have some control over their learning experiences.
83. Teachers and students have an informal rapport.
88. Students use some of their leisure time to do school related activities.
94. Students are viewed by the teachers as being participative rather than passive.
95. At least one-third of the students at this school are children of professionals.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

Module 1: ORIENTATION
Set III



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

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1978

MODULE 1

ORIENTATION

ORIENTATION

ACTIVITY	TIME	RATIONALE
1. Welcome and get acquainted, Overview of first session; goals of FLS	5 minutes	To begin warming the climate for learning and working together and to allow participants to form appropriate expectations
2. Overview of the FLS Model	15 minutes	To clarify the linking steps in the FLS
3. Review the schedule and objectives for the interviews	5 minutes	To allow participants to form appropriate expectations

ORIENTATION

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives, and Overview of Orientation Module	Explain that linking means "pulling together," and that is what we are here for--to help ourselves and each other. Present an overview of the Orientation Session. Explain that the strategies used in it are typical of the entire workshop. Participants will work in a total group, as they are doing now. They will also work alone, and in trios or quartets. Later, trios and quartets will combine to make larger work groups. A variety of activities will occupy them, and the total group will have a product at the end of the session which will be a contract for the workshop.
HANDOUT 2, Goals of FLS	Read aloud HANDOUT 2.
HANDOUT 3, The FLS: A Collaborative Effort for Change HANDOUT 4, Teamwork	In presenting the overview of the FLS, read or lecture on HANDOUT 3. Trace the step-by-step directions in HANDOUT 4, elaborating on how the system might work. Then read through the Process Assumptions and clarify each item. It is important that participants understand that the system is meant to serve <u>their</u> needs, and not the other way around.
HANDOUT 5, Trio Round Robin Interview Newsprint, pens & tape	Explain that the most important resources of the FLS are the people in it. In this exercise, we will simulate a process which groups could use to learn about their resources. In the same trios, one person becomes the interviewer, one the interviewee and one the recorder. The process moves in a round robin until each participant has played all three roles. Suggest that persons who know each other <u>least well</u> work together.

ORIENTATION

ACTIVITY	TIME	RATIONALE
4. Trio interviews Round 1 Round 2 Round 3 Post the interviews	10 minutes 10 minutes 10 minutes 10 minutes	To gather data about group resources To provide an opportunity for everyone to read the input
5. Overview of training, and of workshop Rationale for the materials	10 minutes	To allow participants to form appropriate expectations To enable participants to understand the situation and assumptions as the designers saw it, and to enable participants to understand the goals for the week
6. Participants list objectives for the training	7 minutes	To enable participants to explicate specific expectations they have for the training
7. Trios combine individual lists and post	8 minutes	To enable sharing of expectations
8. Check lists for congruency and omissions	15 minutes	To enable participants and trainers to clarify unrealistic or unexpected needs

ORIENTATION

MATERIALS

INSTRUCTIONAL STRATEGY

HANDOUT 6, Overview of
Training
Workshop Schedule and
Overview

HANDOUT 7, Worksheet
Pencils & Tablets

HANDOUT 8, Psychological
Contract
Newsprint, pens, tape

It is important that each participant have time to tell about himself and his accomplishments. In our culture, it is difficult for a person who is successful to mention his personal talents openly. This exercise provides a means for the group to read about each participant, while it establishes a climate for openness and growth.

After ten minutes, the trainer should call time and ask participants to change roles and begin the next round.

Direct participants to post their interviews.

Present overview of training. Introduce the ideas in H06. Present overview of workshop.

Explain the processes used by the designers to outline these materials. Refer to use of TSC data and our past experience for other data used to derive these lists. Present the goals and objectives of the training.

Ask individuals to make a list of their personal objectives for the workshop. They will have about 5 minutes.

Ask trios to combine their individual lists into a single list of group expectations. Each group will post two lists. One list is of trainer's expectations and one list is of participant expectations.

Ask two trios to meet together to check their lists against the designer's list. Inconsistencies and omissions are to be brought to the attention of the trainers.

ORIENTATION

ACTIVITY	TIME	RATIONALE
9. Agreement to a contract	10 minutes	To develop closure on the group's expectations (ours and theirs)
10. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
11. Data Collection	5 minutes	To stimulate interest in a documentation designed to provide immediate feedback on the training

ORIENTATION

MATERIALS	INSTRUCTIONAL STRATEGY
Tablets & Pencils	Questions about incongruencies or omissions are fielded and collected in writing now. Explain that the contract is a psychological one, and is the first step in developing the trust which is necessary for us to learn together.
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Explain the evaluation plan and ask participants to read and respond to the evaluation sheet and turn it in to trainers before leaving for a break. (Explain the evaluation design in sufficient detail to stimulate interest in both the process and its outcome. See the trainer's instructions on Data Collection.)

ORIENTATION

SCHEDULE

<u>Time</u>	<u>Activity</u>
5 minutes	Welcome Overview of Orientation Session and Objectives
15 minutes	Overview of the FLS model
35 minutes	Trio Interviews: What are our resources?
10 minutes	Post and read interviews
10 minutes	Overview of training modules and rationale for materials Overview of the workshop
15 minutes	Trios discuss their objectives for the training
15 minutes	Trios combine for checking for congruency and omissions
10 minutes	Agreement to a contract (total group)
10 minutes	Closure
<u>5 minutes</u>	Data Collection
130 minutes	

OBJECTIVES

1. To provide participants with an overview of the workshop, its format, schedule and objectives.
2. To become aware that the most important resources of the FLS are the personal resources of the individuals in it.
3. To enable participants to get acquainted with one another.
4. To develop a climate of openness and growth.
5. To help participants become aware of the objectives of the Florida Linkage System.
6. To enable participants to express their own expectations for the workshop (individually and as groups).
7. To establish a psychological contract for the training.

OVERVIEW

The purpose of this module is to acquaint the workshop participants with the purposes of the Florida Linkage System, the training modules, and the workshop. It is also intended to help them become better acquainted with other members of the workshop.

An overview of the Florida Linkage System (FLS) explains who participates in FLS, diagrams the problem-solving process step-by-step, and explains the assumptions of those who planned the system.

The system has numerous resources which are available to the school, but none more important than the personal resources of the individuals in it. This fact is emphasized by trio interviews in which each group member is asked about his or her accomplishments and aspirations.

The trainer will present an overview of the training and its purposes. Because of the group process goals of the training, it is especially important for participants to commit their full time and attention to the training. Interruptions will not only prevent the individual from receiving much benefit from the experience, but will detract from the outcomes of team members as well. The trainer will verify the schedule for the workshop and ask participants to develop personal goals for the training and then to formulate group goals. Trios will join to check each other for the congruency of the group's goals with individual goals and with the training goals. Trios will also check for important omissions. When groups are satisfied that their expectations are appropriate, a psychological contract for the workshop is established.

GOALS OF THE FLS TRAINING

As a result of the workshop, participants will:

1. Understand and be committed to making the Florida Linkage System (FLS) work.
2. Be able to explain facilitating and linking functions in the Florida system of education.
3. Conceptualize the school as a social system and apply that concept to their own work situations.
4. Analyze the forces operating in the schools which promote or inhibit change.
5. Analyze their roles as facilitating or linking agents in the school and in the FLS.
6. Practice the facilitating and linking skills needed to foster school improvement.
7. Improve their communications, team building and problem-solving skills.
8. Be able to help teachers in the building with problem identification, problem definition, communication within the FLS, solution possibilities, solutions selection considerations, and the implementation of a school improvement course of action.
9. Select interpersonal or technical skills on which they wish further training and engage in that training, such as
 - evaluation and record keeping for the project
 - proposal writing to obtain R&D resources
 - dealing with resistance to change
 - needs assessment
 - group process skills
 - leadership styles
 - practicing group roles
 - dealing with conflict
10. View themselves as adequate in the roles they plan for themselves.

THE FLORIDA LINKAGE SYSTEM:
A COLLABORATIVE EFFORT FOR CHANGE

The Florida Linkage System is designed as a means of responding to locally identified needs by linking them to appropriate R&D products and practices. The system encourages those who perceive a need for change within the school community to discuss this need with appropriate personnel in the school or community. A facilitator team, comprised of school leaders, is trained in the systematic analysis of problems and has available to assist them linking agents in the district or Teacher Education Center, and resource people in the Department of Education and the university.

After the problem has been analyzed and the facilitator team agrees on the circumstances which the solution must address, the problem statement is translated into a search request and forwarded to a search unit in the Department of Education. This unit studies the available validated R&D products and practices, and delivers to the school synopses of those options which best fit the problem and the particular school context.

Linkers are available to help the school personnel analyze these options, but the final decision to adopt or adapt a solution is made by the school itself.

Once the school has selected an option, the facilitator team works out a plan for managing, evaluating and supporting its implementation. When the adopted product has completed several cycles of use and becomes

fairly routine for its user, the desired change is actualized.

To develop skills in perceiving and communicating about needed changes, training modules are available to develop communication skills, leadership strengths and team work for studying the school as a social system. These are intended for the entire school staff.

Other modules to develop problem-solving skills, solution selection, implementation and linking skills are available for the facilitator team, for linking agents and for resource people.

WHO PARTICIPATES IN THE FLS

FACILITATORS

Facilitators are people at the building level who know about or "own" the problem(s) and who will implement or "own" the solution(s).

LINKERS

Linkers are people who know the facilitators and can relate researchers and research products to the facilitators and their situation(s).

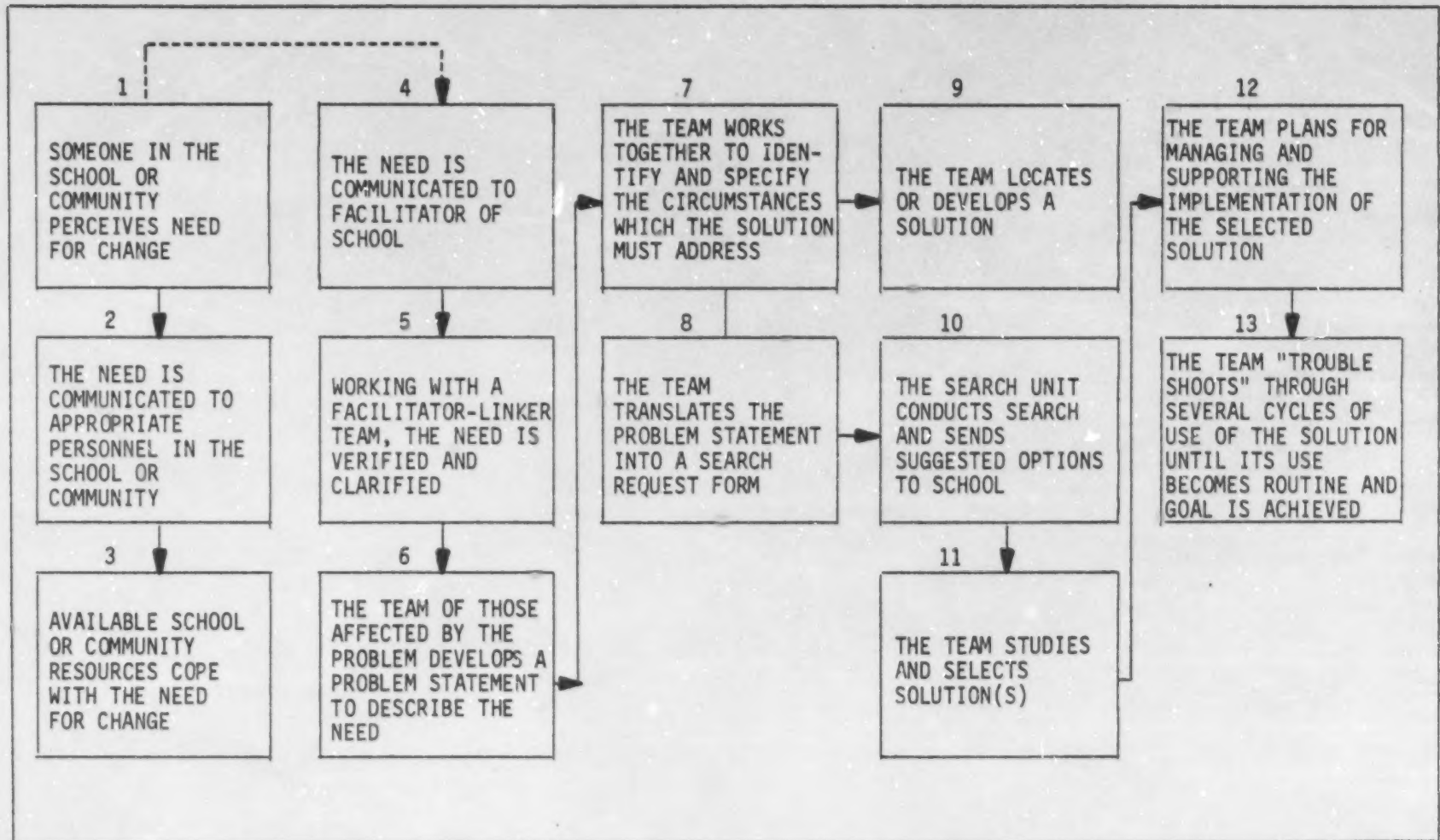
RESEARCHERS
RESEARCH PRODUCTS

Researchers are people who conduct studies to determine solutions to problems. Research products are ideas, materials, methods, etc., which have been found to be useful in solving problems at some place at some time.

THE FLORIDA LINKAGE SYSTEM:

MODULE 1
HANDOUT 4 (p. 1)

TEAMWORK TO SOLVE SCHOOL PROBLEMS



PROCESS ASSUMPTIONS

1. The user is an active participant and the ultimate decision maker throughout the process of the model.
2. A constant interaction between the user and the facilitator and/or the linker is important.
3. All participants in the problem-solving process must agree on the nature of the problem and its pursuance.
4. Facilitators on school-based level and linkers must possess a high degree of technical and inter-personal skills in order to best serve the users.
5. Facilitators and/or linkers have to be sensitive to the perceived needs of the user.
6. Evaluation of model process, and feedback to the user and other interested parties is essential to sustaining the ongoing success of the process.

TRIO ROUND ROBIN INTERVIEW

Schedule

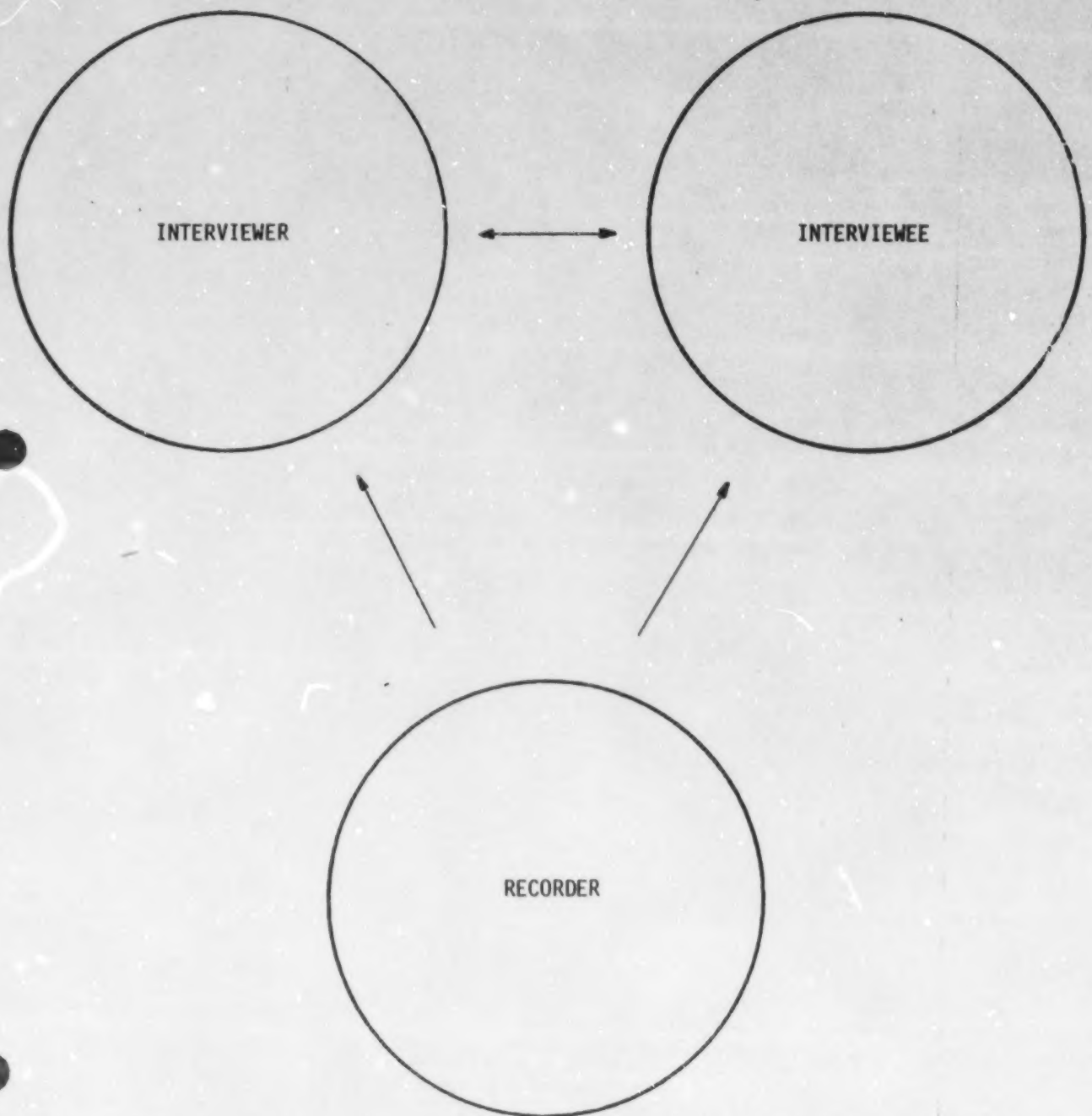
30 minutes	Trio round robin
10 minutes	Round 1
10 minutes	Round 2
10 minutes	Round 3
10 minutes	Post the interviews and read during break

SUGGESTED INTERVIEW QUESTIONS

Your task is to learn about the personal resources one member of your trio brings to the group, while another trio member takes down material which will describe her to the rest of the group. The questions below are suggestions to help you get started.

1. What do you consider your major professional contributions?
2. In what areas of education do you excel?
3. What are the areas where you are currently working to improve?
4. What seems to be easiest to accomplish for you and the groups you work with?
5. What seems to be hardest to accomplish for you and the groups you work with?
6. What do you think you stand to gain by working with the FLS?
7. What helps or hinders you to work or learn well?
8. What do you want to get out of this workshop?

TRIO ROUND ROBIN



OVERVIEW OF THE TRAINING AND ITS PURPOSES

A set of modules has been developed to introduce school personnel to some methods and resources to develop effective teamwork for school problem solving. Each module is about ninety minutes long and is meant to be used in sequential order. Topics overlap from one module to the next so that both the content of the training and its effects are cumulative.

The activities are structured and carefully timed. Theory is combined with practice in each session through a "DO-LOOK-LEARN" strategy. The "DO-LOOK-LEARN"* approach can be described as follows:

- DO: A situation is created in which the focus is doing. You engage in activities, given all or some of the following: a situation, a task, a document, some criteria, a confrontation.
- LOOK: Look at yourself doing. You examine the activities, make judgements about what happened, apply evaluation criteria, reflect about why things happened as they did.
- LEARN: Decide what you have learned to do differently. Learnings are absorbed by linking the activities to your own situation, by using theoretical inputs to understand the activity, by making decisions about how the insights gained can be adapted and modified for your own issues in the "back home" situation.

The "linking" aspect of this approach is especially important in helping individuals relate the skills learned in this workshop to the problems identified in their back-home groups.

* The description of the "DO-LOOK-LEARN" approach is adapted from PETC I, NWREL, Portland, Oregon.

To achieve this, it is important for participants in the training to remove themselves from settings which distract their attention from the training process, or make claims on the workshop's time and continuity through interruptions. Workshops held in schools frequently are subject to this, so that less actual training occurs than has been planned. The training is intended to be an intensive experience which may result in significant changes to the individual and to the school. To achieve this, it is essential that a firm commitment of time and attention be made.

While each module has specific objectives, all the modules together have the objective of breaking down the intangible barriers which separate people so that trust and group cohesion may develop. The product of the training is not so much cognitive gain as it is an increased awareness of one's own perceptual field, the differences among the perceptual fields of individuals, and the way in which these differences alter group life.

Training activities are designed to move the individual's attention from her own perceptual field and personal processes as a data gatherer to the processes of other individuals and to the group's process. The focus of attention alternates between self and the group. The individual is given guidelines for monitoring her self while attending to the group process, and gradually she becomes more aware of the social dynamics of the present situation, and of their effects on her personally, on other individuals in the group, and on the group as a whole. She is constantly reminded that she is a social being. She watches how her own behaviors relate to and influence the system, and she has opportunities for reflecting on how she should change herself to become more influential on the system. For these learnings to occur, individuals need to remain close together and

attentive to one another for an extended period of time. Continuity of group interaction is necessary in order to develop a sensitivity to the dynamic processes of the group. There must be time to gather information for understanding the different needs and perceptions, and their meanings to the perceiver. There must be time and reflection for studying one's own subtle needs and perceptions, which may be important determiners of behavior even though not recognized. Distractions interrupt the continuity which develops sensitivity to the patterns within ever-changing transactions; interruptions cease the delicate, internal explorations which lead to discoveries of new ways to be.

It seems appropriate that, if individuals are to see themselves as change agents of a social system, they be given the opportunity to clarify their own relations to groups and to increase their skills in dealing with them.

If a person cannot make arrangements to attend all of the sessions without outside distractions and interruptions, little will be gained by that individual. Also, the group with whom he or she works may not learn much, either, because of the breaks in continuity of the group process. For this reason, it is requested that participants who register for the training commit their time and full attention to the entire workshop.

The trainer will present the workshop schedule. The following pages explain the planning process used by the developers of these materials. First, they described the situation under which the training would take place. Next, they described their assumptions, or beliefs, about the situation. They looked at the situation and their assumptions to determine the goals and strategies. Their planning process is presented here to enable you to understand the motives and intentions of the training.

SITUATION

A linkage system is being established in Florida (FLS).

A system has certain components: needs → objectives → program → assessed outcomes → needs.

Some members of the group have not worked together before.

There are 25 modules included in the program.

There will be about people involved in school(s).

They will have various levels of skills.

They will have different: roles
commitment levels to FLS
conceptualizations of FLS
perceptions of roles

School teams will consist of the principal and two others from the school, plus a college linker, a district level linker, and a linker from the DOE.

Participants may be unclear about goals of training and what is expected of them.

Some group members are powerful and influential and others are not.

Some group members may not view themselves as change agents.

Constraints in utilizing system have not been fully identified.

Some aspects of the model and the system became clarified during earlier phases.

Some variables which affect the working of the system have been clarified; the commitment and persistence of the facilitators and linkers is crucial, and their success is dependent upon the input and support of the school staff.

ASSUMPTIONS

Target group is more interested in having a set of procedures handed to them than in a theory base for the Florida Linkage System (FLS).

They have not had success experiences with research and implementation of recommendations.

Schools have (1) organizational problems--that is, problems owned by the organization as a whole, and (2) instructional problems--that is, problems of offering students curriculum experiences that are effective.

School faculties have experience with assessing instructional problems.

School people have already assessed their instructional problems.

They need help in learning how to assess their organizational problems.

Organizational problems are obstacles to solving instructional problems.

School faculties are not clear about how schools function as a social system.

They are not clear about how to develop a data base for problem analysis.

They have not conceptualized or internalized the change process and their role in it.

If the principals are not involved, the level of commitment may be lower.

The unit of change is the whole school, so power structure must be involved.

In order to be communicable and transportable, training needs to be flexible enough to meet many situational constraints.

After training, those who perceive selves in change agent role will sponsor state's goal of more building-level responsibility.

Complexity of facilitation function requires team operation.

Target group is to serve as catalyst for FLS development in the school.

Communications are the key skills in this first step of the linking system.

Those who would facilitate change need facilitator skills training.

In two days of intensive training, a school can begin an in-depth change effort.

STRATEGIES

1. Pre-workshop sessions to provide orientation and to build appropriate expectations for the training.
2. Orientation to workshop
 - get acquainted
 - share planning model
 - develop contract
 - define goals
3. Share goals to begin team building
4. Combine communication skills practice with training activities
5. Use DO-LOOK-LEARN techniques
6. Introduction of study of school as a social system
7. Feedback from the "Trouble Shooting Checklist"
8. Presentation of Bolman planning model, its application to back-home situation
9. Analysis of skills needed to facilitate organizational development
10. Practice in analyzing the data base
11. Presentation of RUPS problem-solving model
12. Application to own situations
13. Sharing of problems and plans with larger group
14. Revision of plans in light of feedback and team assessment
15. Self assessment of skills needed to solve problem
16. Experience in mini-training sessions for skills or theory development
17. Simulate linking and facilitating
18. Production of action plans, including mini-proposals for resources to carry it out
19. Sharing plans, revising
20. Presentation of strategies for developing support

(The trainer will explain which strategies are included in this workshop)

Personal Goals for Workshop Experience
(Worksheet)

(HEADING FOR NEWSPRINT - PSYCHOLOGICAL CONTRACT)

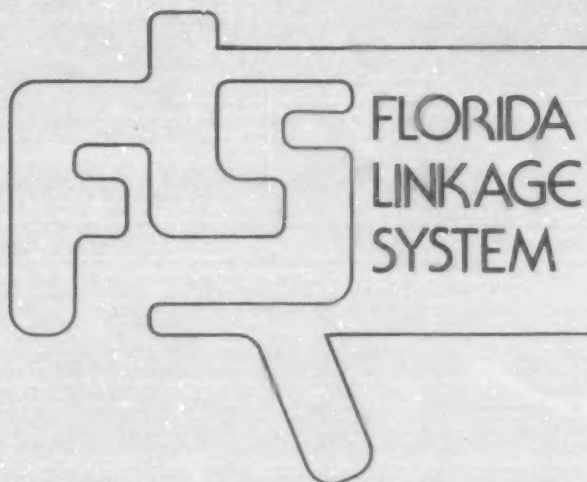
PSYCHOLOGICAL CONTRACT
FOR (Name of School)

Personal & Group Goals	What we want and expect from the trainers to enable us to meet these goals	What we expect to bring to the workshop to meet our goals

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

Module 2: PROBLEM SOLVING SIMULATION

Set III



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
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MODULE 2

PROBLEM SOLVING SIMULATION

PROBLEM SOLVING SIMULATION

ACTIVITY	TIME	RATIONALE
1. Introduce the activity	3 minutes	To permit participants to develop appropriate expectations
2. Read Case Study and respond to worksheet	30 minutes	To provide examples of some strategies and techniques for problem solving and some practical examples of facilitating and linking
3. Reminder of time	10 minutes	The worksheet is to help participants index the techniques and strategies for increasing awareness of the processes used in the training.
4. Share analysis and develop synthesis	30 minutes	To begin practicing teamwork to analyze problems and to develop understanding of the techniques and strategies presented in the training.
5. Review results of "Trouble Shooting" Checklist	15 minutes	To begin study of own situation

PROBLEM SOLVING SIMULATION

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives & Overview	Present the schedule, purposes and overview of the session.
HANDOUT 2, Case Study HANDOUT 3, Case Study Worksheet	Direct attention to the Case Study and mention that it was drawn from actual happenings in New Mexico, New York and Florida. After reading the Case Study, participants should proceed to preparation for its discussion, using HANDOUT 3 as a guideline. Mention that there are examples of the products recommended to the school available if anyone wishes to see them later. After about 30 minutes, interrupt to remind participants that they will be asked to share their analysis in 10 minutes.
HANDOUT 3, Case Study Worksheet	Tell participants they have half an hour to share their worksheets and synthesize their responses. Tell them the purpose of the activity is to practice teamwork to develop understanding of the techniques and strategies to be presented in this training. The synthesis is for their own use, and will not be referred to again. Authoritative responses are not included in the module in order to model the principle that the user is the final decision maker in this system.
Tally Sheet and Rating Sheet from Module 0, "Assessing the Needs of the Organization"	Direct participants to begin reviewing alone the rating sheet and tally sheet from the "Trouble Shooting" Checklist. They may wish to make notes of their ideas about implications of the knowledge derived from the checklist. Review outstanding points and discuss meaning. Tell them there will be time for further study and discussion of the checklist in the next two modules.

PROBLEM SOLVING SIMULATION

ACTIVITY	TIME	RATIONALE
6. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
7. Data Collection	2 minutes	To gather data about how participants view training so far

PROBLEM SOLVING SIMULATION

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives & Overview	Present the schedule, purposes and overview of the session.
HANDOUT 2, Case Study HANDOUT 3, Case Study Worksheet	Direct attention to the Case Study and mention that it was drawn from actual happenings in New Mexico, New York and Florida. After reading the Case Study, participants should proceed to preparation for its discussion, using HANDOUT 3 as a guideline. Mention that there are examples of the products recommended to the school available if anyone wishes to see them later. After about 30 minutes, interrupt to remind participants that they will be asked to share their analysis in 10 minutes.
HANDOUT 3, Case Study Worksheet	Tell participants they have half an hour to share their worksheets and synthesize their responses. Tell them the purpose of the activity is to practice teamwork to develop understanding of the techniques and strategies to be presented in this training. The synthesis is for their own use, and will not be referred to again. Authoritative responses are not included in the module in order to model the principle that the user is the final decision maker in this system.
Tally Sheet and Rating Sheet from Module 0, "Assessing the Needs of the Organization"	Direct participants to begin reviewing alone the rating sheet and tally sheet from the "Trouble Shooting" Checklist. They may wish to make notes of their ideas about implications of the knowledge derived from the checklist. Review outstanding points and discuss meaning. Tell them there will be time for further study and discussion of the checklist in the next two modules.

PROBLEM SOLVING SIMULATION

ACTIVITY	TIME	RATIONALE
6. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
7. Data Collection	2 minutes	To gather data about how participants view training so far

PROBLEM SOLVING SIMULATION

MATERIALS	INSTRUCTIONAL STRATEGY
Data Collection forms	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure. Remind participants to fill out their data collection forms before taking a break.

PROBLEM SOLVING SIMULATION

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the activity
40 minutes	Read Case Study and respond to worksheet individually
30 minutes	Share analysis and develop synthesis
15 minutes	Review results of "Trouble Shooting" Checklist and discuss their meaning
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To provide an overview of the strategies and techniques used in the training and some practical examples of facilitating and linking
2. To begin a study of own situation by reviewing the needs of the organization

OVERVIEW

This module presents a fictitious example of school problem solving drawn from real school improvement programs in New Mexico, New York and Florida. Participants will first study the case of Bridgeton Elementary School as it progresses through the thirteen steps outlined in the Orientation Module. After each participant has worked alone to respond to a worksheet about the Case Study, teams will share their analyses and develop a synthesized analysis of the Case Study. With the remaining time, teams will begin a study of their own situation by reviewing the results of the "Trouble Shooting" Checklist. Understanding the checklist results will be the purpose of the next module.

CASE STUDY*

(To illustrate how the school, viewed as the unit of change, worked through two problems, one organizational and one technical:

1. The improvement of school communications so that new options could be considered;
2. The improvement of pupil achievement in the basic skills by considering and adopting an R&D option through the Florida Linkage System.

Bridgeton Elementary School was one of several elementary schools located in one of the older residential areas of the city. Sixty percent of the pupils were from low socio-economic backgrounds, 45% were Black and 15% were Hispanic children. Attendance was often poor, and health problems were numerous. The school was the target of more than average vandalism, so that repairs and replacements to the physical plant consumed a large portion of the budget. The teachers' pay scale was below the state average. Pupil achievement scores on standardized tests taken in 1975 were below average for 64% of all items.

A new principal was assigned to the school two years ago, the same year that an accountability act was passed. The new principal was committed to change, and saw the unit for change to be not the pupil, the teacher, or the classroom, but the entire school program and organization. Working with the Teacher Education Center (TEC) linker, the principal systematically began to gather data on the school. Information was collected through observations and interviews, and through the "Trouble Shooting Checklist" which was administered to the faculty.** The results of the poll are on the following pages.

*This case is also referred to in Module 2.

**The procedure is described and explained in Module 0, "Assessing the Needs of the Organization."

"TROUBLE SHOOTING" RATING SHEET

- 5 = excellent potential for innovation
 4 = good potential for innovation
 3 = some potential for innovation
 2 = limited potential for innovation
 1 = virtually no potential for innovation

POSSIBLE SCORE	ACTUAL SCORE	AVERAGE	
<u>500</u>	<u>322</u>	<u>3.2</u>	1. Overall rating of school.
<u>65</u>	<u>32</u>	<u>2.4</u>	2. <u>School-based staff</u> : This category focuses on leadership and personality styles of teachers, principals, and counselors in relation to school innovativeness. Particular considerations should include interpersonal and professional interaction patterns, staff attitudes, previous working experience, and demographic characteristics of the school-based staff.
<u>75</u>	<u>51</u>	<u>3.4</u>	3. <u>Communications</u> : This category focuses on communication variables which significantly affect a school's potential for successfully adopting an innovation. In particular, this category is concerned with patterns of communication (both within the school and throughout the entire school system), initiators of communication, and types and forms of communication (with respect to both formal and informal channels of communications).
<u>100</u>	<u>76</u>	<u>4.7</u>	4. <u>Innovative experience</u> : This category focuses on the school's experience with innovations and attitudes towards innovation. Focus is on both past attempts at innovation and present plans for innovation. Particular variables which should be considered are: the degree to which a school has prepared itself for the adoption of innovation; the reasons for considering adoption of innovations; the extent to which the school has realistically assessed its needs; and the consultant role, the district role, and the community role in relation to both past and present plans for adopting innovations.
<u>70</u>	<u>43</u>	<u>3.0</u>	5. <u>Central administration</u> : This category focuses on relations between the central offices, school, and school board, and identifies attitudes of the central offices and school board toward innovation, their roles in relation to the school, and their awareness of the school's particular problems and needs.
<u>65</u>	<u>35</u>	<u>2.9</u>	6. <u>School/community relations</u> : This category focuses on such variables as the amount and sources of funding, the degree of interest and involvement of community groups in the school system, the socio-economic environment, and attitudes of the community towards the school.

Bridgeton Elementary School

MODULE 2
HANDOUT 2 (p. 3)

<u>POSSIBLE SCORE</u>	<u>ACTUAL SCORE</u>	<u>AVERAGE</u>
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<u>75</u>	<u>45</u>	<u>3.0</u>
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7. Organizational climate: This category focuses on the work climate and organizational structure of both the school and the central district office. Some of the particular organizational variables which should be considered include: how decisions are made; how goals are established; what task groups exist; how task groups function; how planning takes place; what resources are available; how resources are used; how the organizational hierarchy is defined both within the school and the school district; and, the degree of centralization within the school district.

<u>70</u>	<u>40</u>	<u>2.8</u>
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8. Students: This category focuses on student behavior, attitudes, and demographic characteristics. Particular considerations should include: student behaviors in the classroom and the lunchroom; absenteeism; tardiness; discipline problems; minority relations; teacher/student rapport; and academic excellence.

Improvement of School Communications

1. SOMEONE IN
THE SCHOOL OR
COMMUNITY
PERCEIVES NEED
FOR CHANGE

From the checklist, Ms. Gregg, the principal, and Mr. Barry, the linker, concluded that there were trouble spots in the school community which needed to be corrected, and that the potential for innovation was not high despite the staff's extensive experience with innovative programs. The most "troublesome" categories were:

1. 2.4, School-Based Staff
4. 3.0, Central Administration
5. 2.9, School/Community Relations
6. 3.0, Organizational Climate
7. 2.8, Students

Specific problems were identified by low scores on the checklist. These included:

- There are many discipline problems in this school.
- The school district central staff waits until there is a public outcry before informing the school board of problems in the schools.
- The parents infrequently attend school events.
- It is difficult for the superintendent in this school system to accept or respond calmly to public criticism.
- The previous principal did not participate in planning with teachers or encourage consensus decision making.
- A large number of students are failing in their school work.
- The previous principal did not attend meetings and conferences away from this school district.

2. THE NEED IS
COMMUNICATED TO
APPROPRIATE
PERSONNEL IN THE
SCHOOL OR
COMMUNITY

When the faculty met to hear the results from the checklist, they were asked to meet in small groups with others with whom they do not ordinarily work.

Discussion focused on the meaning of the "trouble" spots. The small groups were asked to describe the situations in which these trouble spots have occurred. Following are some of the things that were mentioned:

SITUATION (Facts)

- There are conflicting points of view in the community concerning what schools are for (goals and objectives).
- There are conflicting groups in the community exerting pressures on the school.
- Many students may be suffering from emotional and physical disorders.
- Many pupils are culturally disadvantaged and exhibit learning disabilities.
- Teachers have a lot of data about pupils and the school, but these data are either ignored or not shared.
- The teachers' pay scale is low by national and state standards and is not increasing at the same rate as inflation.
- A lack of support for the school by parents has resulted in a pattern of defensive behavior on the part of some school personnel.

Next, faculty members listed the assumptions they were making which were related to the above facts:

ASSUMPTIONS

- The school is taking a lot of the blame for societal problems-- problems which are prevalent in all contemporary institutions.
- Both the school learning climate and the professional working climate need improvement.
- Some parents distrust some school people.
- Democratic processes should be used to establish school goals.
- Teachers are discouraged.
- Pupils have unmet physical and emotional needs.
- The school community has the resources for achieving desired results.
- Change is inevitable, and will be most productive if it is the result of careful planning.

From the facts of the situation and the assumptions made about them, the faculty developed a list of goals and strategies.

GOALS

- Involve the community in determining school priorities.
- Develop trust among members of the school and the community for the resolution of common problems.
- Bring together and use available resources.
- Apply research and development outcomes using diagnostic-prescriptive procedures.

STRATEGIES

- Select small problems to begin with (1) which have immediate probability of success, (2) where efforts will be fairly visible, and (3) which will encourage the school and the community to consider change.
- Develop a home-school coordination program involving each parent with his/her child's classroom.
- Elect committees to study each of the categories on the "trouble shooting" checklist, asking them to develop strategies for dealing with the problems identified.
- Arrange for committees to develop and use a plan for data gathering, analysis and problem-solving skills.
- Increase rewards for school personnel engaged in innovative programs.
- Develop programs of individualized and personalized instruction.

The TEC linker arranged for the committees to use problem-solving training modules in their work together. The principal took steps to organize a school-community advisory committee. Later, after the school-community committee had met several times, its members wrote the following problem statement according to specific criteria.

PROBLEM STATEMENT

We need the support of parents as well as more shared ownership of the school's problems. There are a number of problems which will be solved only through collaboration--neither the teachers nor the parents can do it alone! Differences in values and perceptions have caused some confusion about the motives and intentions of both teachers and parents. They have not been communicating with one another on a regular basis about school affairs. There is a need for school people and parents to check their perceptions, and to develop a better understanding of the situation in the school.

1. Who is affected? The entire community is affected by the problem, but the burden falls most heavily on the school faculty and students.
2. Who is causing the problem? The problem is caused by the school staff which has not communicated sufficiently with the members of the community so that the community may understand what the problems and goals of the school are. Consequently, community members are not supportive and involved with school improvement efforts.
3. What kind of problem is it? The problem is related to insufficient and inaccurate communication.
4. What is the goal for improvement? To increase communications with parents, faculty and the entire community and to achieve agreement among a majority of community members about what the goals of the school should be. (These goals are to be used for both curriculum planning and inservice teacher education.)

Next, the committee made a force field analysis of the problem.

FORCE FIELD ANALYSIS

OPPOSITE: NO COMMUNICATION AT ALL AND COMPLETE WITHDRAWAL FROM
OF GOAL: SCHOOL AFFAIRS AND LACK OF INTEREST IN SCHOOL PROBLEMS

FORCES FOR THE GOAL	NOW: TOO LITTLE AND INACCURATE COMMUNICATION	FORCES AGAINST THE GOAL
- Teachers, parents and community members all want a better school. - All role groups have information and resources which would be helpful to the others. - The faculty wants parents and community input in school decisions and it wants support for change efforts.		- All role groups are very busy already. - Some teachers feel threatened when non-professionals participate in school affairs. - The professional "jargon" of the school is hard for lay people to understand. - Parents who have experienced failure as students have negative perceptions of schooling. - Some people believe that time spent sharing concerns is a waste of time.

GOAL: TO INCREASE COMMUNICATIONS WITH THE PARENTS, THE
FACULTY AND THE COMMUNITY AND TO ACHIEVE AGREEMENT
AMONG A MAJORITY OF COMMUNITY MEMBERS ABOUT SCHOOL GOALS

3. AVAILABLE SCHOOL
OR COMMUNITY RE-
SOURCES COPE
WITH THE NEED
FOR CHANGE

The school/community advisory committee reported to the faculty. In time, the home-school program really began to pay off. Other groups and committees were contacted, and a variety of linkages developed. Some of these linkages and their outcomes are listed below.

1. TEC-School-Pupils-Parents

Pupils were taught to assess their work by comparing it to their selected learning objectives. At the completion of each learning unit, pupils presented a folder, first to the teacher and then to their parents, which contained checklists (to report their work) and examples of their daily work. Teachers and parents both gave feedback on a comments sheet.

2. School-School Board

Teachers were granted release time each day after the last bell during the first six weeks of school to make home visits.

3. School-TEC-DOE

Training was developed for volunteer aides and a program was organized to recruit parents and grandparents.

4. School-TEC-District Office

The district office developed procedures for evaluating teacher performance in relation to specific school and classroom objectives. This replaced subjective scales of evaluation which were psychologically threatening and caused teachers to hide their real needs from supervisors.

5. School-TEC-District Office-
University

A program was begun for early identification of culturally deprived pupils who manifest learning disabilities in order to channel them into a remedial program of cultural enrichment and diagnosis.

6. School-District Office-
Professional Association-
Community Action Agency

A committee was appointed to develop a Head Start Program proposal.

7. School-Professional Association

A committee was organized to study the relationship between number of degrees held by teachers and teacher effectiveness. The committee study resulted in a recommendation to the state legislature to provide more money to districts hiring teachers with more than one degree.

8. School-TEC-University

A committee was appointed to study the problems of pupil discipline and motivation. The study resulted in a building-level plan in-service training to improve the school climate and learning environment. Punitive methods of classroom control were to be replaced with positive reinforcement, "reality therapy," and other types of personalized instruction.

After the home-school coordination program had opened up communications within the school and community, a newly-formed facilitator team administered the "trouble-shooting" checklist again (a year and a half later) and determined that the school's potential for successfully adopting innovations was quite good. It was apparent that communications between the school and the community had improved.

A TECHNICAL PROBLEM

Improvement of Pupil Achievement

1. SOMEONE IN THE SCHOOL
OR COMMUNITY PERCEIVES
NEED FOR CHANGE

Just as work on communications had begun to pay dividends, the first state assessment scores were made public. It was clear that Bridgeton Elementary had more work to do.

The facilitator team studied the state assessment scores and applied the four criteria for defining a problem to each of the separate problems revealed

by the tests. School through the work of the committee, focused the reading assessments.

4. THE NEED IS
COMMUNICATED TO
FACILITATOR OF
SCHOOL

priorities, identified school/community advisory team's attention on the Team members studied the

assessments carefully and listed their findings on fact sheets to describe the situation. They took these data to a faculty meeting and asked teachers to share their assumptions, or beliefs, about the situation. Teachers first met in grade level groups and then formed groups which combined representatives from each level. They shared their perceptions of reading difficulties and the causes behind them. In this way, they were able to identify the special problems which

5. WORKING WITH A
FACILITATOR-LINKER
TEAM, THE NEED IS
VERIFIED AND
CLARIFIED

arose at each level as well as to locate the emergence of certain problems at various levels. This process of sharing experiences led them to examine in detail the methods currently being

used to teach reading. Teachers reported that they had begun to monitor their classroom activities more precisely, and were keeping note pads handy to record observations which might contribute new insights into the underlying learning difficulties of some of their pupils.

6. THE TEAM OF THOSE
AFFECTED BY THE
PROBLEM DEVELOPS
A PROBLEM STATE-
MENT TO DESCRIBE
THE NEED

There was consensus among faculty members about the four criteria to describe the problem: who is causing it, who is affected by it, what kind of problem is it, and what are the goals for improve-

ment. The new problem was described as a lack of skill, inappropriate materials, restrictive norms and conflicting schedules as related to the difference in time

needed by students to master certain skills. The new goal was to adopt materials which would meet the specified learning team described the yet completely. careful to describe school which would affect solution possibilities.

7. THE TEAM WORKS TOGETHER TO IDENTIFY AND SPECIFY THE CIRCUMSTANCES WHICH THE SOLUTION MUST ADDRESS

needs of students with deficiencies. The deficiencies briefly, Team members were also constraints on the

8. THE TEAM TRANSLATES THE PROBLEM STATEMENT INTO A SEARCH REQUEST FORM

The facilitator team translated the problem statements into a search request. The search request read as follows:

REQUEST FOR SEARCH
BRIDGETON ELEMENTARY SCHOOL

School Facilitators: Martha Gregg, Principal
James Whitney, Curriculum Coordinator
Betty Salmon, 2nd Grade Teacher

TEC Linker: Barry Folsom

THE SCHOOL AND THE COMMUNITY

Bridgeton Elementary School is one of twenty-four elementary schools in the Pine District Public School System which serves 480 children from a six-mile radius. Forty-one percent of the children are bused to school. Two large Federal Housing Projects contribute the majority of students who ride the bus.

The school itself is located in an area of individually owned homes. The neighborhood families have few young children.

DESCRIPTION OF THE PROBLEM

A significant number of students are performing below minimal standards on the basic skills assessment. There is at present no special instruction for these students.

STATUS OF THE SITUATION

Pupils

Family Characteristics. Bridgeton Elementary School's student population consists of 45% Black children, 15% Hispanic children and 40% White children. Two hundred and six students receive free or reduced cost breakfast and lunch.

Special Needs of Entering Pupils. Many of the children who enter Bridgeton at the kindergarten level show deficits in language development and general background knowledge. Our kindergarten teachers report that many children do not know their own full name, cannot name the colors, nor can they follow directions which use terms such as right/left, upper/lower.

Many of the children also lack social skills and often disrupt learning activities.

Test Scores. In the Fall 1976 California Test of Basic Skills, 28% of our students fell below the 25th percentile level in total reading skills.

Other Measures of Observation. Not reported.

Other Pupil Attributes. In general, a number of our pupils show little motivation for school learning. Few take advantage of educational opportunities, such as using the public library or bookmobile or watching TV programs that are educational.

Current Curriculum and Materials

Current Materials. The 1973 Edition of the Bold Basic Reading Series is used as a text for all grades (K-6). This series attempts to provide a complete Language Arts program.

Supplementary Materials. A number of texts from other publishers are used by some teachers. Several teachers share SRA reading kits. The District Media Center loans kits, film-strips, and tape cassettes.

Difficulties with Current Materials. One of the main difficulties with the Bold series is that it attempts to provide a total Language Arts program. Emphasis is placed on literacy skills, spelling and grammar to the degree that essential reading skills seem to be neglected. There is not enough time spent on learning and practicing the basic skills of reading. This may partly account for the fact that the more able students perform acceptably in the Bold series, while the underachiever, the new student, and the slow learner meet too many failures.

Initially, the series does not provide enough emphasis in phonics. There is not enough teaching time devoted to learning letter names, discriminating letter shapes and identifying sounds associated with printed letters. Thus the student is not given a good foundation for acquiring word attack skills and learning sight words. We need a program which provides a better balance between these two facets in order to provide for the students specified in the preceding paragraph.

Some of the activities and tests are not relevant to or do not test the objectives with which they are said to be identified.

Comprehension skills do not move through the levels (i.e., literal through critical comprehension) smoothly or slowly enough, even for the average student. More lower-level comprehension activities need to be performed before progressing to more sophisticated levels.

There appear to be too many gaps in skills development from third to fourth grade. Practice activities in essential reading skills are not frequent enough.

Teaching Practices

Class Grouping. Basic skills are taught in small groups within the classroom. Pupils are grouped in accordance with needed skills.

Placement of Pupils. Children are placed in groups based on teacher observation, test scores, informal screening, Bold Placement tests, and cumulative folder information. Sometimes conferences with previous teachers are helpful in placement.

Individual Teaching. Individual teaching is done by teachers on a time available basis. Kindergarten and primary teachers are helped by parents and volunteers as well as by paid aides.

Helpers. Aides, parent volunteers, and interested friends are used extensively in the primary grades with a few volunteers working in the intermediate grades. These helpers are available daily to do any supervising, tutoring, or clerical work that is needed. Each teacher takes the responsibility for training helpers in the areas in which they are utilized.

Diagnosis/Prescription. Cumulative folders, report cards, and parent conferences are all part of the record keeping required by the system. A checklist in reading to accompany the Bold Basic Reading System follows the student from kindergarten through the sixth grade. This checklist serves as a basis for prescriptions after diagnosis has been accomplished. Pine County School also requires that checklists of basic skills be kept; consequently, teachers must keep both records.

Florida Assessment. Weakness in the Communication Skills of the 1976 Statewide Assessment in the third grade included compound words, determining meaning of sentences, identifying irrelevant statements, and alphabetizing. The fifth graders who fell below the 70th percentile in the above objectives were weak in these additional skills: determining if paragraphs have the same meaning, identifying the main idea, sequencing, predicting outcomes, drawing conclusions, distinguishing between fact and opinion, and following directions (two and three step).

Pupil Promotion Practices. Through the cooperative effort of student, parent, teacher and principal, a student is evaluated to see if retention in grade is necessary. Should this be the case, different experiences, materials and associates are provided. Within our total program, however, we usually find it much more beneficial to promote the student and then to prescribe individual learning experiences which will be success oriented, while addressing the student's weaknesses.

Teacher Competencies. Although they do not always use the diagnostic/prescriptive system in the strictest sense, teachers are knowledgeable in the method and use parts of it in assessing, placing, recording, and remediating individual problems. Team meetings are held daily or weekly and provide opportunities for exchange of ideas and problem-solving within grade levels.

Relations with Parents

Volunteers. Parents in the kindergarten-primary departments are very active in school instruction as volunteers, as described previously. Fewer parents are used as helpers in the intermediate levels.

Home Monitoring. Some parents provide good support for their children's education. Teachers are of the opinion that lack of home monitoring and poor school learning often occur together.

Parent Organization. The Parent-Teacher Organization has active and enthusiastic members, but they constitute a small percentage of the total parent population.

Outside Assistance

Consultants. The district provides a reading coordinator who visits the school several times a year. Inservice training is available through the Teacher Education Center. Dr. Harold Walker, Southernmost University, is our university linker, and has provided us with many insights to our problems with the Bold Basic Reading Series.

Built-In Limitations

Limiting Factors. The Bold Series is mandated for use in the county. Any additional materials must be of a supplemental or organizational nature.

Organizational Limits. The faculty has discussed alternative teacher strategies, such as team teaching, or changing the functions of personnel. The majority of the faculty was against any changes which require a disruption of the teacher-class organization.

ESSENTIAL DECISIONS

Through faculty meetings during post-school time it was decided that emphasis for the 1977-78 school year would be placed on reading. Low scores on the California Test of Basic Skills and Statewide Assessment both verified the need for more attention to reading skills. Weaknesses that seemed to increase as the student progressed through the Bold Series became the focus of our search. In working through this problem we find that the skill gaps created in using only the Bold Series need to be filled in or supplemented with other materials.

SPECIFIC CHANGES

The specific changes we would like to bring about in the Bridgeton Elementary reading program include:

1. Improving essential reading skills, using a stronger phonics approach to balance the sight-word approach emphasized in the Bold Series at the K-1 level.

2. Obtaining materials and developing techniques that make teaching the essential skills enjoyable for the students.
3. Instituting a program that provides smaller steps and much practice for students who need it. This is needed in beginning reading and also in reading comprehension activities.

GOALS

Our general goals are:

- To provide a reading program that meets the needs of all of our students, not simply the more able ones.
- To improve student performance on the Florida Statewide Assessment Tests and the California Test of Basic Skills.
- To teach efficiently and effectively so that our children learn skills that enable them to continue to learn and to enjoy learning from reading.

NATURE OF THE SOLUTION

The solution which Bridgeton Elementary School would like to use should include programs and materials which supplement the gaps in the Bold Basic Reading Series. These materials should provide diagnostic measures that are easy to use, with prescriptive instruction for those children having difficulty. The materials should be motivational to children. The materials should begin with pre-reading skills and continue to the development of reading comprehension skills.

10. THE SEARCH UNIT
CONDUCTS SEARCH AND
SENDS SUGGESTED
OPTIONS TO SCHOOL

When the faculty had confirmed that the statement contained all needed data, it was forwarded to a search unit. A member of the search team discussed the problem with the linker prior to beginning the search to be sure that the problem was understood as intended. A few weeks later, the facilitator team received the following reply:

REPORT TO PINE COUNTY
TEACHER EDUCATION CENTER
ON
REQUEST FOR SEARCH, BRIDGETON ELEMENTARY SCHOOL

Prepared by: Options from R&D Educational
R&D Utilization Project

Introduction

We understand the problem posed by Bridgeton Elementary School to be as follows: The 1976 Statewide Assessment Test has pointed up deficiencies in the present reading program. The present program lacks step-by-step instruction in word attack (decoding) skills and in developing abilities to find, recall, and interpret information from text.

We feel that the Request for Search demonstrates that you have sufficiently identified the causes of the problem in the present program. We agree with your identification and will not repeat a discussion of the factors involved.

We prefer to write short reports in response to school requests. However, we think this report may not be short. There are several parts to your problem, and there exist R&D products relevant to each of these parts. You may, of course, decide that some of the parts we address are not of high priority, and are best put aside for later consideration. We trust you will understand that the various products described cannot and should not be substituted one for the other. Instead, we hope you will be able to come to a decision about each of the parts of the problem. Beyond that, of course, is your judgment of how the parts can best be fitted together to provide a well-integrated and coherent reading program.

Organization of the Report

To answer your problem we will address directly your requests for suggestions which:

strengthen the decoding (word attack) skills program
in the primary level

improve essential reading skills in finding, recalling,
and interpreting the information from text

In the main body of the report, we will provide a brief description of practices and educational products which you may wish to consider as parts of your plan for implementing the changes you desire. The Appendices will contain fuller descriptions of each educational product that is mentioned.

Report

I. Strengthening Decoding Skills

- A. BEGINNING READING
PROJECT MARC
PRE-READING SKILLS PROGRAM
ALPHAPHONICS
- B. REMEDIAL PHONICS
SOUNDER
TEACHING ALL CHILDREN TO READ

II. Improving Essential Reading Skills

A. Reading Comprehension Proficiencies

- 1. Decoding
(Educational Products mentioned above)
- 2. Reading Fluency

PROJECT MARC
SWRL/GINN BEGINNING READING PROGRAM
ECPC LISTENING PROGRAM

- 3. Sentence Knowledge

DISTAR LANGUAGE KITS
SENTENCE MAKERS

B. Textual Reading Strategies

- 1. Diagnostic/Prescriptive Programs

WISCONSIN DESIGN FOR READING: COMPREHENSION STRAND
WISCONSIN DESIGN FOR READING: INTERPRETIVE STRAND

2. Supplemental Materials

HOFFMAN COMPREHENSION INSTRUCTION KITS

3. Workbooks

Following Directions
30 Lessons in Notetaking
Lessons in Paragraphing
Specific Skills Series
Multiple Skills Series

Strengthening Decoding Skills

Beginning Reading. You have identified the need for a phonetic skills approach as the core of your early reading program. We will suggest several educational products which provide the sequential steps needed in the development of symbol/sound correspondences. There are several very good educational products available which are particularly applicable to Grades K-2. We have limited our suggestions to PROJECT MARC, PRE-READING SKILLS, and ALPHAPHONICS. PROJECT MARC is the most comprehensive of the three. It provides a curriculum for K-2. From there students may go into the Holt Reading Series. The linkages between letter symbols and sounds are the basis of the MARC Program. The correspondences are learned and practiced with direct teacher supervision. The learning is reinforced with a multitude of learning center activities. The MARC readers provide practice in the use of decoding skills. Each story is built around one or two letter sounds or word patterns.

Using a step-by-step process, the PRE-READING SKILLS PROGRAM is designed to teach children to discriminate letters by sight and sound, and to associate letter sight with sound. The program covers a year in segments of 20 minutes per day, in which games and activities provide practice in learning the necessary pre-reading skills. The program does not go into sentence reading, and in this respect is more limited than MARC.

The ALPHAPHONICS program has much the same objectives and scope as does the PRS program. The objective of writing letters is incorporated into the curriculum. Direct teaching and worksheets provide the instruction.

Remedial Programs. For children in grades 3-6 who have failed to learn decoding skills, you may wish to consider a special program which allows for step-by-step learning. We note that aides are available in primary grades. Possibly aides, or volunteers, could be used to conduct tutorial programs for children who need to learn the essential decoding skills. We can suggest two tutorial programs: (1) SOUNDER, and (2) TEACHING ALL CHILDREN TO READ. Both provide step-by-step instructions for tutors. Both concentrate upon having students hear sounds in words and learn the letters and letter patterns associated with the sounds.

Improving Essential Reading Skills

In attacking the problem of improving essential reading skills, both indirect and direct approaches may be valuable.

Reading Fluency. The kinds of performance called for in tests of reading comprehension (inferences, details, main ideas, etc.) depend upon the attainment of a stage of reading development sometimes referred to as "reading fluency." This stage is reached when certain enabling skills have been learned. Through the learning of these prerequisite skills, proficiency in reading comprehension is approached "indirectly."

Suppose that a student is capable of comprehending the message of a printed text only if it were read to him. If this were the case, then what would cause the student not to comprehend that same message when he reads it himself?

- (1) He would fail to comprehend if he could not "say" the printed words so that he could find their meaning in his oral vocabulary. A student is able to "say" a word by (a) using his decoding skills, and (b) recognizing the word by sight.
- (2) The student may fail to comprehend if he cannot say the words (to himself) fast enough to make sense of the meaning of phrases, sentences, and text in which the words occur. If word recognition and the finding of word meaning proceeds too slowly, then comprehension will be difficult.

A child who can say a printed word unhesitatingly has acquired an enabling skill for reading fluency. Practice seems to be the most important factor in reading fluency. Practicing saying sight words without faltering should contribute to reading proficiency. Reading stories out loud over and over is another kind of practice. SWRL/GINN BEGINNING READING PROGRAM provides take-home books so that children may get reading practice. Project MARC provides interest-readers along with read-along-tapes to increase fluency.

There are a number of other read-along tape programs. The EARLY CHILDHOOD PREVENTIVE CURRICULUM has taped 66 children's stories. A worksheet accompanies each story. The tapes may be purchased at cost from PAEC.

Sentence Knowledge. Still a third kind of enabling skill deals with the forming of sentences from words. In early grades, instruction in this skill may depend largely on teacher presentations using oral speech. In later grades, printed materials may be used for the same purpose. In one way or another, children need to learn how to make syntactically correct sentences.

If a child has knowledge of sentence structure, he will be able to fill in a blank space left in a sentence with a word of correct form. He will not put an action word in a blank space which requires the name of an object. If given a set of words (random order) he will be able to arrange the words into a sentence. Project MARC has learning center activities which provide practice in sentence formation. The DISTAR LANGUAGE KITS are designed specifically for language learning. The DISTAR LANGUAGE KIT II deals specifically with sentence knowledge.

The teacher can probably think of many activities which can provide instruction in sentence knowledge. An idea for teacher-constructed SENTENCE MAKERS is reported in an Appendix.

Textual Reading Strategies

Readers in grades 3-6 who perform below expectations on the comprehension portion of the Statewide Assessment Test may do so because of a need to learn the enabling skills previously described. In addition, however, they may need

to practice these strategies in a "direct" fashion. Textual reading strategies are broad capabilities used by a reader when he is asked: (1) to find or recall information from text (details, main idea, etc.), or (2) to infer ideas from the text (writer's intention, distinction of fact and opinion, etc.)

There are some educational products which may aid your attempts to solve the problems of developing textual reading strategies. Researchers and instructional designers from the University of Wisconsin have developed a diagnostic/prescriptive system related to the ability to find information in text and to interpret information from text. The diagnostic and prescriptive instruction begins with the use of pictures and oral interactions with the teacher and proceeds to sentence reading and text reading. The prescriptive instruction comes in the form of worksheets (2 or 3 for each objective) and identified sources in popular basal texts. A complete description of the WISCONSIN DESIGN FOR READING: COMPREHENSION STRAND and INTERPRETIVE STRAND will be found in the Educational Products Appendices.

There are other materials which could supplement your present resources for building textual reading strategies. Hoffman publishes two COMPREHENSION INSTRUCTIONAL KITS (IA and IB) which are keyed to objectives on the Statewide Assessment Test. These kits were developed and tested in Dade County, Florida. Hoffman also publishes the DADE COUNTY ASSESSMENT KITS which correspond to the INSTRUCTIONAL KITS, but we consider the testing system cumbersome when compared with that of WISCONSIN DESIGN.

There are also several workbooks published by various companies which may be useful. Some have been field tested, and others have been used by projects which have been validated. A fuller description of these workbooks will be given in the Appendices.

Curriculum Associates:

Following Directions; Primary and Intermediate
30 Lessons in Notetaking
Lessons in Paragraphing

Barnell Loft, Ltd.: Specific Skills Series

Lowell and Lynwood, Ltd.: Multiple Skills Series

The team also received an appendix which contained descriptions and examples of each product which was recommended.

At first, several members of the facilitator team expressed disappointment with some of the options which were sent from the search unit. The TEC linker, using his consultative skills, probed the causes behind the team's disappointment. Through interviews and discussions, it was learned that teachers had a variety of expectations about the options they would receive which they had "taken for granted," and consequently, had failed to specify in the description the circumstances the options must address. For example, some of the suggested reading materials did not contain colorful illustrations. Primary grade teachers could not imagine adopting reading materials which were not visually appealing to young children. Other "hidden agendas" emerged, and the team developed a more comprehensive description of the desired R&D option. This helped them in their analysis of the options, and enabled them to form a more precise request for additional options. More careful study of the options provided revealed that the reading materials which lacked attractive illustrations were for teacher use, not for use by the pupils. Understanding of the options was not always immediate, and the facilitator team was appreciative of the TEC assistance which helped them to achieve clarification.

The facilitator team selected several of the products which seemed to match the solution specifications in the search request, and they took their recommendations to grade-level faculty meetings. When grade-level groups expressed an interest in certain

the linker arranged for committees demonstration centers, or for of the materials to visit the

11. THE TEAM STUDIES
AND SELECTS
SOLUTION(S)

materials,
to visit
demonstrators
school and

hold workshops. Finally, when it was clear to everyone what the suggested options contained and what changes were required in the current school program, several products were chosen for adoption.

The prospective users of the materials were again involved in the planning process. They felt they would need some training to use the new materials and supportive technical assistance through the several stages of implementation.

Evaluation of the

to be very

would provide

spot problems which

12. THE TEAM PLANS FOR
MANAGING AND SUPPORT-
ING THE IMPLEMENTATION
OF THE SELECTED SOLUTION

implementation seemed

important, because it

the data needed to

might arise in using

the materials. The facilitator team learned that many adoptions are abandoned

before they are mastered because inadequate evaluation procedures are used.

They cautioned the teachers not to expect overnight success, but to develop

evaluation procedures which would report on small increments of progress,

comparing pupil performance after several complete cycles of use. The TEC

linker helped them develop plans for implementing the adoption which would

assure that necessary resources would be available, including an action plan

to clarify roles and responsibilities and to get help if and when it is needed.

13. THE TEAM "TROUBLE
SHOOT" THROUGH
SEVERAL CYCLES OF
USE OF THE SOLUTION
UNTIL ITS USE BECOMES
ROUTINE AND GOAL IS
ACHIEVED

After the products were adopted, the linker visited the school often to check on concerns the teachers had which were related to the materials.

Not only were the teachers helpful to one another in mastering new methods required by the materials, but they were equally helpful in adapting materials

to the new setting. They discovered that each of the products they had adopted contained not one but several innovations. This meant that if a teacher took two new sets of materials into his classroom, he might be attempting to master as many as a dozen intricate, new methods at one time. Teachers also found that some of the objectives the innovations were designed to reach were already being reached in their classrooms by other means. In such cases, the innovations could be left out of the adoption, or they could be postponed.

Teachers realized that solutions provided by the Florida Linkage System through the TEC needed to be adapted to the circumstances found in the school. They saw that an organized problem-solving approach could bring relevant, practical and interesting new ideas into the building and, most of all, that R&D products used appropriately could help children achieve in the basic skills.

Eventually, the school adopted a program of multi-aged grouping and individualized instruction. The following is what the teachers said about using research and adopting programs of planned change:

WHAT THE TEACHERS SAID ABOUT USING
RESEARCH AND ADOPTING PROGRAMS OF PLANNED CHANGE

Key Factors are: the support of the administration and winning the support of critics.

COMMUNICATIONS AND SUPPORT:

Don't expect automatic acceptance from others. Parents may object to "experiments" with their children.

Allow for student input, suggestions and evaluations. Let students see the purpose of what they are doing.

County and state administrators must support and understand the project.

Be sure parents are brought in and understand the program.

COLLABORATION:

Be sure that everyone who is involved understands the purpose of what is being done. People who do not fully understand the purpose of a task often make critical mistakes because they assume a different goal.

Don't be afraid to ask for help in understanding data. Ask the people who were involved in collecting them what they think these data mean.

Teachers must be part of the original decisions regarding problem selection and study leading to the adoption of a new program.

Experience must augment training and make it meaningful and useful.

DOCUMENTATION:

Note details; document everything that happens for later study.

Be sure to define what is not replicable in a situation, such as your personal style and personality.

GOALS:

Research or adoptions must not disrupt the whole instructional program, though it will necessitate that some goals be set aside and exchanged for some research goals.

Be sure the project is worthwhile.

Don't attempt too many projects (or changes) in the same classroom at one time.

Select priorities and stick with them.

TRAINING:

Teachers must learn to shift emphasis. For instance, from focusing on the cognitive domain to focusing on the affective or psychomotor domains. It may be necessary to provide training for this.

Teachers must learn to be comfortable when everyone isn't learning the same thing. A program which is appropriate for some pupils and/or teachers may not be right for others.

RESOURCES:

Be sure there are adequate resources for bringing in consultants to help solve problems and for teachers to travel to other schools which have solved problems similar to theirs.

Teachers can not do it all! They will need aides and administrators to assist with change.

CASE STUDY WORKSHEET

The problem solving steps described in the Case Study demonstrate some technical assistance strategies which school teams can use in day-to-day realities of the local school community. The training in the FLS module is intended to introduce school problem solving teams to these strategies, and to provide them with opportunities to practice some techniques which carry out these strategies. Study the questions below and work alone for 10-15 minutes to answer the questions. You will be asked to share and discuss your answers with your team later.

1. What aspects of school community functioning are priorities for change?

2. Name some data gathering techniques and instruments used in the strategy described here.

3. What knowledge of the educational setting was retrieved and used for diagnosing the situation?

4. What scientific knowledge was drawn on to assist with the problem solving process? (Scientific knowledge may be theory, research findings, or methodologies.)

5. What are the implications of this knowledge? That is, what are some things the school should do, given this scientific knowledge and knowledge of the school setting?

6. What were some tasks done by linker(s) to assist the school with these techniques and strategies?

7. What were some tasks done by other units outside the school to carry out these strategies?

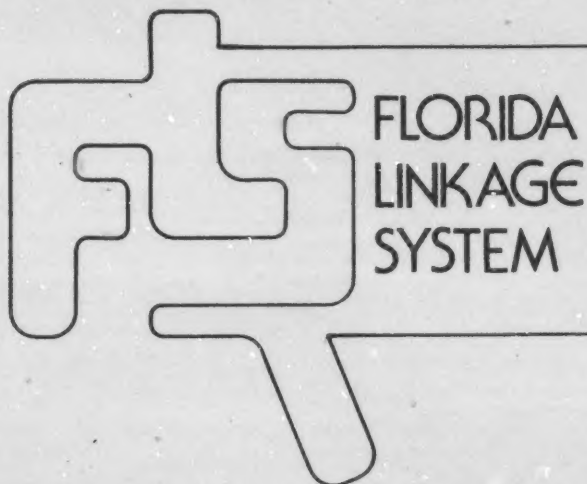
8. What appear to be the key concepts in this approach to problem solving?

Share and discuss your answers with your team.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 3: SCHOOL AS A SOCIAL SYSTEM
AND THE BOLMAN MODEL**

Set IV



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

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FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

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1978

MODULE 3

SCHOOL AS A SOCIAL SYSTEM
& THE BOLMAN MODEL

THE SCHOOL AS A SOCIAL SYSTEM & THE BOLMAN MODEL

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To permit participants to develop appropriate expectations.
2. Introduce the Bolman Model	5 minutes	To engage participants in the step which will prepare them for the Bolman Model presentation later.
3. Analyze school as social system	15 minutes	To provide time for individuals to analyze the social system in their schools and to conceptualize the communication patterns found there.
4. Read HANDOUT 5	25 minutes	Theory is presented on ways people can study the operational characteristics of organizations.
5. Discuss analysis of school as a social system	25 minutes	To share and check perceptions of the situation. To develop conceptual vocabulary for discussing organizational realities.

THE SCHOOL AS A SOCIAL SYSTEM & THE BOLMAN MODEL

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives & Overview	Review schedule and objectives and overview.
HANDOUT 2, The Bolman Model	Explain that the training materials were designed by using the Bolman Model. The activities of this session are intended to help participants collect and use data.
HANDOUT 3, Why Study the School as a Social System	Review variables which seem to be related to school achievement and note the ones over which the school has some influence. Remind participants that they may wish to refer to this list of variables as they think about their own situations.
HANDOUT 4, Our School as a Social System	Ask participants to work individually on H04. H04 may be difficult to complete but participants should attempt to complete it in about 15 minutes. Participants will be asked to share their analyses with their trio later. Linkers who are present should make an analysis of their own organizational space so that they will understand the sense of the work. Linker analyses will not be shared, however.
HANDOUT 5, Operational Characteristics of Organizations	Ask participants to read H05.
The Rating Sheet and Tally Sheet from the "Trouble Shooting" Checklist (Module 0)	Trio members share analyses clarifying the communication of the social system. No attempt should be made to develop a single analysis. Each person's perceptions should be viewed as valid. What the analysis means to the individual should be clarified. Attention in H05 should be on operational characteristics dimension of the matrix. Helpers should base their clarification questions on items from the matrix in an attempt to help team members locate problem areas. Remind them to include the data from the "Trouble Shooting" Checklist in their analyses.

THE SCHOOL AS A SOCIAL SYSTEM & THE BOLMAN MODEL

ACTIVITY	TIME	RATIONALE
6. Record own situation and assumptions	15 minutes	To develop a description of each school
7. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
8. Data Collection	2 minutes	To gather data about how participants view the training so far

THE SCHOOL AS A SOCIAL SYSTEM & THE BOLMAN MODEL

MATERIALS	INSTRUCTIONAL STRATEGY
Newsprint, pens & tape	Trio members are to report to one another what they see as the situation in the school and their assumptions about it. Linkers are to serve as clarifiers by paraphrasing and summarizing. One member should act as recorder and post newsprint sheet at the end of the session. Tell participants they will be adding to the list throughout the workshop as they acquire more data and more insights into their school as a social system. This list should reflect the data from the "Trouble Shooting" Checklist, too.
HANDOUT 1, Schedule, Objectives & Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to fill in data collection forms.

THE SCHOOL AS A SOCIAL SYSTEM
&
THE BOLMAN MODEL

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
5 minutes	Introduce the Bolman Model
15 minutes	Individuals analyze the school as a social system, HANDOUT 3 and HANDOUT 4
25 minutes	Read HANDOUT 5, Operational Characteristics of Organizations
25 minutes	Teams discuss their analyses using HANDOUT 4 and HANDOUT 5
15 minutes	Record the situation and your assumptions
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

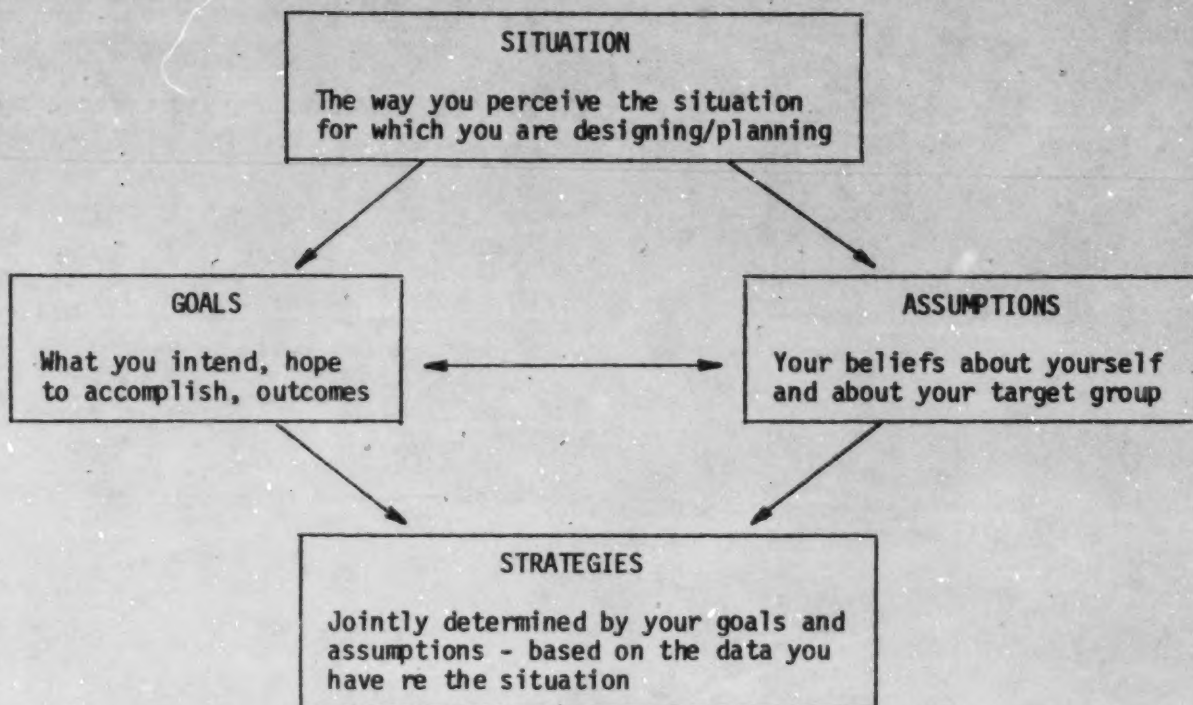
1. To analyze the school as a social system by examining the goals and functions of subsystems
2. To analyze the school by describing communications patterns
3. To analyze the school by studying the operational characteristics of human systems
4. To begin to understand and practice using the Bolman Planning Model

OVERVIEW

In this module participants are introduced to the Bolman planning model and start to develop an analysis of their organizations, beginning with the situational facts and their assumptions about those facts. This is begun by having each member of the team analyze the school as a social system through examination of the goals and functions of subsystems, communications patterns and the operational characteristics of human systems.

Team members share and discuss their individual analyses. In this first step in developing a study of the school as a social system, each member's perceptions are recorded and posted. This process is to encourage the norm of accepting the contributions of each team member. The description developed in this way can be modified and refined as the study continues. Discussion is to encourage the norm of clarifying.

BOLMAN MODEL



QUESTIONS:

Situation:

Who are these people? What do they say they want?
What do they say they need? Is our perception of what they need the same as theirs?

Assumptions:

What do we feel towards these people?
What do we think would help them?
How do we think they feel?
How do we expect them to respond?
How do we feel about ourselves relative to this situation?

Goals:

How can we respond to them? What ideas do we want them to learn?
What do we want them to know how to do?
What do we want them to know? Understand? Appreciate? Gain?

Strategies:

What are the major things we want to do? What are the parts of the overall plan?

WHY STUDY THE SCHOOL AS A SOCIAL SYSTEM?

Rationale

- A. Research* reveals that schools have
- (1) organizational problems--problems owned by the organization as a whole
 - (2) instructional problems--problems of offering curriculum experiences for students that are effective
- and that organizational problems are obstacles to solving instructional problems.

- B. Other research has revealed the following as possible sets of variables that affect student educational outcomes:**

Strong support from research

1. Socio-economic status
2. Student's general ability

Some support from research

3. Family expectations, attitudes, and aspirations
4. Peer group characteristics (student body)
5. Student's self-concept
6. Student's attitudinal and motivational factors (including fate control)
7. Teacher training
8. Teacher experience
9. Teacher expectations
10. Teacher behavior in the classroom

Variables which have effect on the above

11. Teacher academic standards--as differentiated from the teacher's expectations of student's learning ability
12. The normative system of the school
13. Administrative leadership

The school has little influence on the first variable. The body of research, regarding the relationship between socio-economic status and student achievement, will be more helpful to other institutions such as legislatures, churches, labor unions, etc. It seems more useful for schools to focus on the variables which are under their direct influence or control. Of those variables which the school can affect, there is a strong suggestion that a study of the school as a social system may provide important clues for the identification of the real problems which present persistent symptoms.

*Hall, Gene E., et al, "A Developmental Conceptualization of the Adoption Process Within Educational Institutions," R&D Center for Teacher Education, University of Texas, Austin. September 1973.

**Forecast of Selected Social Indicators of Educational Outcomes and Recommended Policy Changes, DOE Project on Social Indicators, June 26, 1976.

OUR SCHOOL AS A SOCIAL SYSTEM

One can look at a school in a number of ways. In this activity you will be asked to analyze your school by:

- A. Examining the goals and functions of the school's subsystems as you view them
- B. Describing and drawing out the formal and informal communications patterns which exist
- C. Studying the operational characteristics of your organization (Handout 5)

You will be asked to share your analyses with your work group.

You should share those elements of your analyses you feel comfortable in sharing. Call on your group leader for clarification of instructions.

A. LOOKING AT SCHOOL'S SUBSYSTEMS

- 1. List the component subsystems in your school (classrooms, resource rooms, departmental groups, special committees, personnel, specific role groups, etc.).

2. What are their goals?

What are their functions?

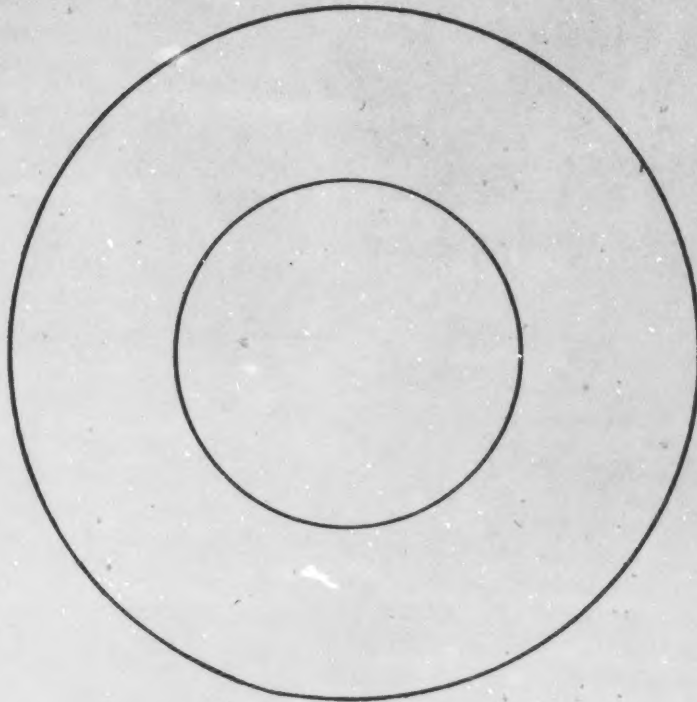
3. Changing the parts of an organization often will not affect the way the whole school works. The institution achieves its overall characteristics usually from the way subsystems relate with one another and together. For this reason, training for school effectiveness (improvement) should focus on relationships within and among subsystems.

- a. Do any of the functions interfere with goal achievement?
- b. Are goals of one subsystem in conflict with goals or functions of another subsystem?
- c. Are some inter-subsystem conflicts not being worked on now? Which ones?
- d. Are there organizational or subsystem goals in conflict with personal interests?

B. COMMUNICATIONS

1. Which groups in your school communicate with one another?
(Examples: special education teachers with fourth grade teachers, primary teachers with reading teachers, aides with office staff)
2. Which individuals communicate?
3. What is the nature of those communications?

4. In the small circle, write the initials of persons in your school you view as being on the "inside." This may include the principal, counselors, chairpersons, persons elected or designated to a role, and any others you perceive to belong to the "in group." In the outer circle, put the initials of individuals who belong to the "out group."



5. Draw one or two way arrows connecting the initials of persons to indicate your present perception as follows:
- (1) Who speaks to whom
 - (2) Who is close to whom
 - (3) Who is influential upon whom
- Identify your arrows by using the numbers 1, 2, 3, as defined above.
6. Underline the initials of people who seem powerful and influential.
7. Circle the initials of persons in the outer circle who respond positively to influential persons on the inner circle.
8. Draw squares around the initials of persons who seem to resist or reject the influence of persons on the inner circle.

MODULE 3
HANDOUT 4 (p. 5)

9. Think about the people who are either not on your picture or located on the outer fringe of your diagram. Are you aware of personal resources of these people which are not now being used in your school? (hobbies, talents, special interests)
10. Is there support for creative risk-taking and routine questioning of established patterns? (List examples to support your answer.)

C. OPERATIONAL CHARACTERISTICS OF ORGANIZATIONS.

On the pages which follow is a description of a way to diagnose problems in organizations or human systems.* You will note that the matrix provided has three dimensions: (1) levels of systems; (2) functions of systems; and (3) operational characteristics of systems.

You should focus your attention primarily on dimension 3. As you read the questions under each operational characteristic, reflect upon your own school. You may want to refer back to this handout later on as you proceed with problem solving activities.

* Adapted from: Saralie B. Northam, (ed.), Preparing Educational Training Consultants, PETC II, Consulting, Northwest Regional Educational Laboratory, Portland, Oregon. 1975. pp. 55-67.

DIFFERENTIAL DIAGNOSTIC MATRIX FOR LOCATING AND DIAGNOSING PROBLEMS IN HUMAN SYSTEMS

Level of System	Operational Characteristics	Functions													
		Managing	Planning	Legitimizing	Inventing	Evaluating	Valuing	Storing	Retrieving	Diagnosing	Assessing	Producing	Deciding	Reporting	Validating
Individual	Membership														
	Influence														
	Feelings														
	Roles														
	Communications														
	Values														
	Goals														
	Means														
	Skills														
	Material Resources														
	Energy														
	Perception														
	Interdependence														
	Individual Differences														
	Productivity														
	Boundaries														
Dyad															
Group															
Organization															
Community															
Society															

Dimension 1: Levels of Human Systems

The Differential Diagnostic Matrix focuses on six levels of human systems: the individual, the dyad, the small group, the organization, the community and the society. A person may be functioning at any, or all, of these levels at any given moment. The interaction among these levels may be problematic. The processes within a level may produce problems. This dimension of the matrix provides a way to think about human systems. A description of each level follows:

- Individual:** A personality system composed of many subparts which are usually organized to enable the individual to respond to both internal and external conditions.
- Dyad:** A social unit of two individuals which develops patterns of response to each other -- intradyad responses -- as well as patterns of response to other levels of human systems -- for example, interdyad.
- Group:** A small social system of individuals, usually with a more-or-less distinct purpose (committees, clubs, staff, classes) composed of many subparts which respond to conditions internal to itself -- intra-group -- as well as conditions external -- intergroup -- to itself.
- Organization:** A social unit of individuals with a rather clearly defined and specialized function requiring a relatively disciplined and systematic relationship among its subparts (the whole staff of a school, a business, a political organization) which responds to its own -- intraorganization -- situation, as well as responding to external -- interorganization -- stimuli.
- Community:** A social unit composed of a large number of individuals who form a variety of interacting subparts (individuals, dyads, groups, organization) which is likely to respond more frequently to situations internal to itself -- intracommunity -- than to situations external to itself -- intercommunity.
- Society:** A social unit including all previous levels as interacting subparts related by some common norms of political, economic and cultural coordination which together form an observable identity.

Dimension 2: Functions of Human Systems

Managing is concerned with how the system is run. It includes coordinating, monitoring and supervising the subparts to assure that the functioning achieves specified objectives in line with desired policies and procedures.

Planning is concerned with specifying objectives and procedures for achieving them.

Legitimizing is concerned with specifying which subpart is to be responsible for contributing in particular ways to particular functions. It includes policy making at the organizational level.

Inventing is concerned with the discovery of new things to do, reasons for doing them or ways they can be done.

Evaluating is concerned with whether what is desired is being done.

Valuing is concerned with whether what has been done, or is intended, is truly desired.

Storing is concerned with the ways that things which are needed are preserved.

Retrieving is concerned with the ways that things which are needed are made available.

Diagnosing is concerned with determining the ways that things are operating in dynamic terms.

Assessing is concerned with determining what exists at a given moment in static terms.

Producing is concerned with the ways work is done which produces (or fails to produce) desired objectives.

Deciding is concerned with the ways that decisions are made in the system.

Reporting is concerned with who informs whom of what and the ways they do it.

Validating is concerned with how ideas and procedures are checked out to be sure they represent values and efforts assumed for them.

Dimension 3: Operational Characteristics of Human Systems

A major part of the diagnostic work of the facilitator is to scrutinize and verify what is problematic in the intrapersonal, interpersonal, group, intergroup and organization processes as they occur in the operational characteristics of human systems.

MEMBERSHIP

Individuals identified as being part(s) of the system are said to have membership. At the level of the individual, membership applies to issues of a person's self-identity. It speaks to questions of:

- Who am I?
- What can I be?
- What do I expect and desire of myself?

For the more complex levels of human systems, it speaks to questions such as:

- What does it mean to be a member of this group, organization, community or society?
- Will I be accepted?
- How will I be expected to act and respond?
- What norms will prevail?
- Will I be trusted?
- Will I feel satisfied that I am needed and respected?
- Will I feel adequate?
- Will my personal motivations fit in with those of the group?
- How much freedom will I have to express myself?

Problems arise from lack of clarity about membership questions as well as conflict over what the answers to such questions should be.

INFLUENCE

The concern here is with the ways that influence happens among and between parts of the human systems.

- Is influence recognized as a normal, necessary operating characteristic of the system?
- What behaviors are acceptable and unacceptable as kinds of influence in the system?

Are members explicit about accepting certain kinds of influence as well as rejecting other kinds?

How much variance of individual styles of influence is tolerated?

Are different bases for influence accepted for different types of situations, e.g. expertise in one situation as compared to forcefulness of personal style in another?

Does the use of influence tend to free resources of individuals rather than block them?

What are the ways that leadership occurs?

Are there different leaders in different situations?

How much flexibility of influence and leadership is there relative to roles and status of different parts of the system?

Problems arise from lack of clarity about influence questions as well as conflict over what the answers to such questions should be.

FEELINGS

Perhaps the most crucial contribution of psychology in the past few decades has been clarification of ways that feelings affect the operation of human systems. They can affect any and all functions in facilitative and blocking ways. Feelings are tangible, measurable and enduring. Feelings which are not expressed as they occur are frequently expressed later in disguised, inappropriate and obstructive ways. Questions such as these are important:

What are acceptable and unacceptable ways of expressing different kinds of feelings in this system?

Are there any kinds of feelings for which there are not acceptable means of expression?

Do people trust each other?

What are the characteristic ways that less acceptable feelings show themselves and how obstructive are they?

How much variance in individual styles of expressing feelings is tolerated?

How spontaneous, open and direct are expressions of feelings?

Is the importance of the expression of feelings accepted?

Problems probably arise most frequently from lack of clarity about feelings. They also can stem from conflict over how feelings are expressed.

ROLES

What parts, or persons, within the system are expected to carry out which functions and in what ways? While there are general expectations that apply to all members of a system, it is the particular combination of commonly shared expectations about functions people will perform and how they will relate to each other in performing them which define different roles within the system. These kinds of questions are important:

- How clear am I about what others expect of my role?
- Am I clear about what I believe others should expect of my role?
- Are most others clear about all of their expectations of my role, or only about some of them?
- Are there differences among these expectations?
- Are there other roles in the system about which there are differences or a lack of clarity?
- Are the expectations of each role realistic?
- Are there expectations which place roles in conflict with each other?
- Are there roles missing as evidenced by functions needed by the system which no one is expected to fulfill?

Problems frequently arise from lack of role clarity and conflicting expectations about a role. Another important kind of problem worth noting involves the overload and/or conflict that can occur from demands on individuals who are in more than one role.

COMMUNICATIONS

The concern here is with the passage of information within and among parts of the system. Note here that information applies to things that are news. There may be other kinds of noise in the system that are unintelligible or redundant. Such noise usually distorts, rather than aids, the passage of information.

These are some of the important questions about communications:

- Who talks to whom about what?
- What modes and personal styles of communication are acceptable or unacceptable in the system?
- How efficient are communications in terms of information flow versus noise and redundancy?
- Is there feedback of information, checking for understanding, and opportunity for two-way flow where needed?
- Are formal and informal patterns of communication primarily functional rather than bound in tradition, conflicting or limited by assumptions?
- How do norms, roles, expectations and feelings influence communications?
- Are there bottlenecks, blocks, gaps or points of overload in the lines of communications?

VALUES

What are the things that different persons or parts of the system believe to be important? Such things indicate the values held in the system. Values are based in philosophy -- the understandings of meaning or existence in the system. Identification of goals, selection of means and all experiences of operating the functions of the system are considered as good or bad in relation to its values. Here are some major questions concerning values:

- Have the philosophy and values of the system been made explicit?
- Are the values of subparts of the system explicit and congruent with those expressed for the system as a whole?
- Are there value conflicts among subparts of the system or between this system and others with which it must relate?
- Are the goals and procedures of the system congruent with the values it possesses?
- Is there continuous, active effort to identify values and explore philosophical meaning and congruence of the system?

Problems mostly arise when there is lack of congruity or clarity about values, thus causing conflict.

GOALS

Goals of the system are those measurable objectives which it strives to achieve. Some goals are primary to the purpose for which the system exists. Others are instrumental to the achievement of the primary goals. They sometimes contribute to reaching an end and sometimes to maintaining the system. Important questions include the following:

- How explicit are the goals of the system?
- Have all critical goals been identified?
- Are the goals stated operationally?
- Is the system committed to any goals which are irrelevant or detrimental to it?
- Are the goals feasible and realistic?
- Are there conflicts among subparts of the system about what the goals are or should be?
- Has the relative importance of goals and their relationships to each other as primary and instrumental been identified?

Problems most often are related to lack of clarity about goals. Sometimes they are related to conflict. When a problem is one of conflict about goals, it is more critical if based on value differences.

MEANS

Means are the particular actions taken and strategies employed to reach the designated goals. The tasks and procedures which provide the system's functions are employed in these strategies. Means are the ways a system reaches its goals. Important questions concerning means include the following:

- Are the means which are being attempted clearly spelled out?
- Are they feasible and realistic?
- Are different subparts of the system all clear and in agreement concerning these means?
- Are these means congruent with the values of the system as well as directly related to achieving desired goals?
- Might there be side effects of employing particular means which would be beneficial and/or detrimental?
- Might there be other, more effective means?

Problems about means often involve lack of clarity or conflict over which are best. The more difficult problems about means concern values and questions of congruence.

SKILLS

Skills concern the level of ability, complexity and sophistication at which things are done. While goals and means might be clear and congruent with values and purpose, a system might still have difficulty because it lacks the skills to carry out a designated task or strategy. Important questions concerning skills include the following:

- Does the system contain the skills necessary to perform the best procedures for its needed functions?
- Are one's skills needed, used appropriately and rewarded in the system?
- Is there imbalance of skills or overuse of some procedures simply because certain skills are available?
- Are there provisions for skills practice, upgrading or introduction of new skills as needed?
- Are skills of persons or parts of the system matched appropriately with roles?
- Is there lack of clarity or conflict concerning skills which are needed or the adequacy of skills available?
- Are available skills applied appropriately?

Problems generally concern the availability and adequacy of skills.

MATERIAL RESOURCES

In a broad sense, all of the operating characteristics of a system may be included under a category of resources. A more limited application of the term is intended here. Materials resources include the physical plant and equipment, the financial capitalization and the operating budget of the system.

- Are material resources adequate and appropriate to the purposes of the system?

- Are they well related to the goals and means selected by the system?
- Is the system constrained or facilitated in its selection of goals, means or improvement of skills by the availability of material resources?
- Are they validly assessed or does lack of clarity about them let questions of their availability be used as falsely assumed constraints?
- What are the sources of material resources?
- Are they accurately determined and fully realized?
- Are available material resources a valid reflection of the system's value to its environment?

Problems concerning material resources most often involve there being fewer resources than desired or conflicts about the use of what is available. A frequent, but less recognized, problem may involve invalid rationalizing about ways in which lack of material resources act as barriers.

ENERGY

Human systems have a limited amount of energy that can be invested in accomplishing tasks at any given time. These questions occur:

- Are parts of the system faced with demands beyond their energy level?
- Is there equitable distribution of energy among the parts?
- Are there appropriate provisions for rest and renewal of energy?
- Are effects of working too hard or too long showing up as other kinds of problem issues such as breakdowns in communication or conflicts about influence or role definitions?
- Are other kinds of conflict, or the system's reaction to conflict, causing undue drains on its energy?

The most obvious energy problems relate to multiple demands converging on a part of the system. A serious and frequently unrecognized kind of energy problem relates to poorly managed conflict in the system. Debilitating amounts of energy can become tied up in the repression of feelings, falsely assumed conflicts which are not clarified and real conflicts which are not negotiated.

PERCEPTION

This factor concerns the things which are seen in and by the system and the meanings and interpretations which are placed on them.

- Are there important things which are not seen?
- Do some roles, or parts of the system, tend to see only certain kinds of things?
- Do some parts tend to distort or misinterpret what they see?
- Does reality actually appear different from the legitimate perspective of different roles?
- How much overall congruence is there in perceptions experienced throughout the system?
- Are similar perceptions demanded of all parts of the system or are reports of discrepant perceptions supported as a potentially valuable breadth of perspective?
- Does the system have ways of breaking its psychological set periodically to question whether it is open to new understandings in a changing world?

Problems arise especially from perceptions being limited by old, entrenched perspectives and from failure to understand that the same phenomena can appear different when viewed from truly different, as contrasted with simply limited, perspectives.

INTERDEPENDENCE

Interdependence concerns the ways the parts of a system function in relation to each other to fulfill its purpose.

- To what extent do they rely on each other for differential contributions to this fulfillment?
- Do they see and acknowledge the value of each other's contributions?
- Do they seek, use and acknowledge help from each other at times in performing their own operations?
- Are there clear norms and procedures for collaborating and sharing resources?
- How much cohesion and esprit de corps is there?
- Do norms supporting interdependence conflict with appropriate needs for autonomy and periods of independent functioning?
- Is individual creativeness sacrificed to group conformity pressures in the name of "good" teamwork?

Is interdependence based on functional expertise which supports freedom of operations rather than authority and bureaucratic regulations which are constraining in their lack of flexibility?
Do some individuals feel inadequate and dependent?
What values are accepted as the basis for collaboration?
Do competitive norms and practices conflict in situations where cooperation would be more productive and rewarding?

Most frequent problems of interdependence probably relate to conflicting norms and procedures which are competitive. An important, less obvious kind of problem stems from lack of functional expertise as the primary basis for parts sharing resources and working together.

INDIVIDUAL DIFFERENCES

No two human systems, at any level, are the same. The capabilities of their operational characteristics vary according to the unique growth history of each. The issue here is one of capitalizing on the variations of the systems which are subparts of a larger system. Here are some important questions concerning individual differences:

Are there procedures for identifying the unique capabilities of individuals?
How much divergence of self-interest is tolerated?
Are there clear norms and procedures for negotiating basic differences of self-interest?
Are there norms for conformity which conflict with the valuing of growth which is based on the interaction of differences?
Do others know and/or attempt to discover one's full range of resources?
Do expectations of a role or group extend to stereotyping individuals in it?
Are subparts of a system used flexibly in accordance with their unique functional capabilities as opposed to each part being limited to a usual set of tasks?

The greatest problems concerning individual differences relate to system norms which deny and reject them in failing to recognize them as a source of strength and growth. While individual needs tend to be a concern in education, a lack of understanding of the dynamics and implications of

individual differences of resources leads to especially difficult problems. They culminate in prejudice and discrimination where there could be the greatest opportunities for exploration and evolution.

PRODUCTIVITY

The concern here is for the ways that the system knows it is productive and for the quality rather than simply the quantity of productivity it accomplishes.

Is its productivity a creative synthesis of its unique needs and resources rather than the lowest common denominator of capability of its subparts?

Are its objectives stated operationally so that it can be measurably accountable for productiveness?

Are its procedures for producing efficient, cost effective?

Are the products of the system congruent with its values and purposes?

Do these products contribute to desired social ends or to the maintenance of outmoded or objectionable ends as viewed by other systems?

How much energy is spent in arguing about the rightness or wrongness of ideas as compared to developing new ideas or combining ideas?

Do parts of the system experience a direct sense of satisfaction for their contribution to productivity?

The most observable kinds of problems concerning productivity involve low levels resulting from inefficient procedures and low sense of satisfaction in perceiving one's contribution. Less obvious, but perhaps especially important for education, is a lack of productivity which is creative and motivating versus the lowest common denominator of a tradition-bound system.

BOUNDARIES

Boundaries are the limits which keep an idea, a practice, a role or an individual out of a system. The boundaries of human systems tend to involve expectations, norms, customs and psychological sets. They tend

to act selectively in letting some things in and keeping others out. They often relate directly to values and role definitions. At the individual level, boundaries concern personalized involvement and exposure of self. For small groups and organizations the concern is more with norms and customs. For the community and society, legal and political factors are more obvious. At any level, boundaries may be viewed as actions of the system which represent its choosing to be exposed and influenced by external factors.

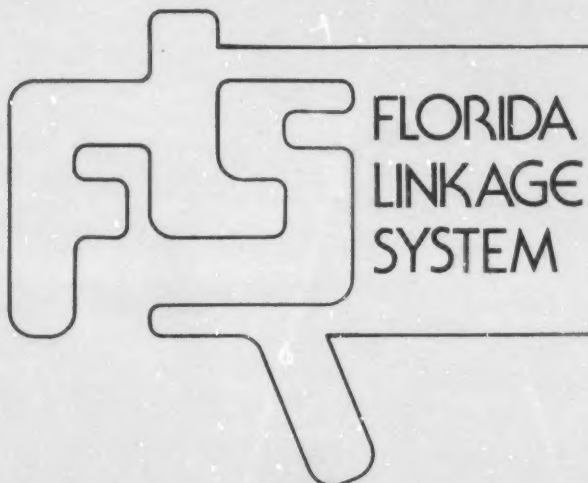
- Is the system permeable in that it exposes itself to many kinds of external influence?
- Is it vulnerable in that other systems can force their influence on its internal operations?
- Are boundaries flexible in being able to selectively open the system to influence or block out such influence based on rapid internal decisions?
- Are they rigid so that norms or expectations must be broken in traumatic ways to be exposed to something new?
- How playful and rewarding does the system make the opening of its boundaries?
- Does the system understand and acknowledge its own control over its boundaries?
- Who and what act as the gatekeepers of the system?

Boundaries, strategies of entry and temporary relationships across boundaries, raise the most frequent issues for those attempting to influence change in education.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

Module 4: COMMUNICATIONS SKILLS

Set IV



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

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MODULE 4

COMMUNICATIONS SKILLS

COMMUNICATIONS SKILLS

ACTIVITY	TIME	RATIONALE
1. Present overview of the session	3 minutes	To allow participants to form appropriate expectations
2. Paired teams join	5 minutes	To introduce paired teams who will work together for the rest of the workshop
3. Form trios or quartets and practice paraphrasing	10 minutes	To prepare for round robin
4. Read Instructions for Round Robin	2 minutes	To clarify the procedure
5. Round Robin Round 1 Round 2 Round 3	15 minutes 15 minutes 15 minutes	To exchange data and practice the skill

COMMUNICATIONS SKILLS

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives & Overview	Review schedule and objectives for this session. Emphasize the need for active listening in helping relationships. This activity asks participants to review and practice some basic communication skills needed for group problem solving.
Grouping Sheet	Ask groups to bring together two paired teams and introduce themselves around the table.
HANDOUT 2, Paraphrasing	Ask teams to form trios or quartets so that there is at least one person in each trio from the other team. Allow time to study the handout, then demonstrate paraphrasing with another trainer. Ask them to discuss when the skill of paraphrasing will be most facilitative. Each speaker is to paraphrase the preceding speaker before talking.
HANDOUT 3, Instructions for Round Robin	Instruct participants to read the instructions for the round robin. Then explain that you will call time every 8 minutes for the observers feedback, and 7 minutes will be allowed for discussion before the next round begins. (Adjust time for quartets, 6 minutes and 5 minutes.)
HANDOUT 4, The Helping Trio (Quartet)	Instruct participants to report to one another what they see as the situation in their school, and their assumptions about it. This exercise begins to build a norm and an understanding of the value of working explicitly on interpersonal effectiveness while working on a task such as critiquing a problem statement. This is often referred to as working on process (of how we are working together) while working on a task, in this case data collection about the perceived need. Remind participants to include information from the "Trouble Shooting" Checklist and their studies of the School as a Social System.

COMMUNICATIONS SKILLS

ACTIVITY	TIME	RATIONALE
6. Debrief the process	8 minutes	To reflect on the uses of the skill
7. Teams describe situation and assumptions	15 minutes	To obtain input from each team member
8. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
9. Data Collection	2 minutes	To gather data about how participants view training so far

COMMUNICATIONS SKILLS

MATERIALS	INSTRUCTIONAL STRATEGY
	First, ask teams to share briefly what effect the deliberate use of the paraphrasing skill had on the group's process. Next, ask them to share their reactions to being monitored for the use of the skill. It may be appropriate to mention that deliberately monitoring for the use of a skill helps to assure its use.
Newsprint, pens & tape	Ask each team to work as a total group now to describe and record on newsprint the situation in their school and their assumptions regarding it. Suggest that participants mill about and read one another's work during the break.
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to fill in data collection forms.

COMMUNICATIONS SKILLS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
5 minutes	Paired teams join and introduce themselves
10 minutes	Trios (or quartets) practice paraphrasing
2 minutes	Clarify round robin instructions
45 minutes	Discuss: The situation in your school and your assumptions Round 1 (15 minutes) Round 2 (15 minutes) Round 3 (15 minutes)
8 minutes	Debrief the process in trios (or quartets)
15 minutes	Teams describe and record situation and assumptions
10 minutes	Closure
2 minutes	Data Collection
<u>100 minutes</u>	

OBJECTIVES

1. To begin developing consensus about the nature of each particular school in the project.
2. To practice communication and group process skills.
3. To broaden perspectives, reality check, and increase team building skills.

OVERVIEW

This module is the first of several which emphasize the importance of effective communications in problem solving. Two teams combine so that the practice of the skill can be done between persons who have less familiarity with one another's perceptions. Working in trios or quartets permits more "air time" for each individual than can be permitted when the group is larger. The skill to be practiced is paraphrasing.

The process used here will broaden perspectives by allowing participants to hear about the situation from diverse points of view. Reality checking takes place as the speaker hears the effects of his words on the listener when they are reflected back to him in the paraphrase. The norm of careful listening and clarifying is essential to teamwork.

PARAPHRASING

(For Helpers)

Make sure you understand the ideas, information and suggestions of others.
To check your understanding, state the other's idea in your own words or give an example that shows what you think she was talking about.

Examples:

"Is this ...(statement)... an accurate understanding of your idea?"

"Would this be an example of the point you made? ... (then state a specific example)"

A good paraphrase is usually more specific than the original statement.

Example:

Pam: "Joe is unfit to be a manager."

Paraphrase A:

"You think he's not right for his job?"

(Too general. If Pam agrees with it, you will still not know what she means by "unfit." You have merely the illusion of understanding.)

Paraphrase B:

"You mean that Joe is dishonest?"

(Specific. Pam might answer, "No. Joe's honest but he doesn't plan and forgets details." Thus this paraphrase leads to a clarification of the way Pam is using the word "unfit.")

You can sometimes get some clarification by asking "What do you mean?" or by saying, "I don't understand." However, you get sharper clarity when you paraphrase, because you show what your present understanding is and thus enable the other person to address her clarification to the specific misunderstanding you have revealed.

Before you agree or disagree with a remark you should make sure that the remark you are responding to is really the message the other is sending. Paraphrasing is one way of testing this.

INSTRUCTIONS FOR ROUND ROBIN EXERCISE

The Task: Help each other clarify and improve the communication of concerns.

The Procedure: Round Robin of three rounds.

1. In each round

One person will ask for help to clarify and improve his statement. He is the HELPEE.

One person will assist the helpee with his task. She is the HELPER.

One or two people will watch the interaction between the helper and the helpee. They are the OBSERVERS.

2. In each round, you will be interrupted twice.

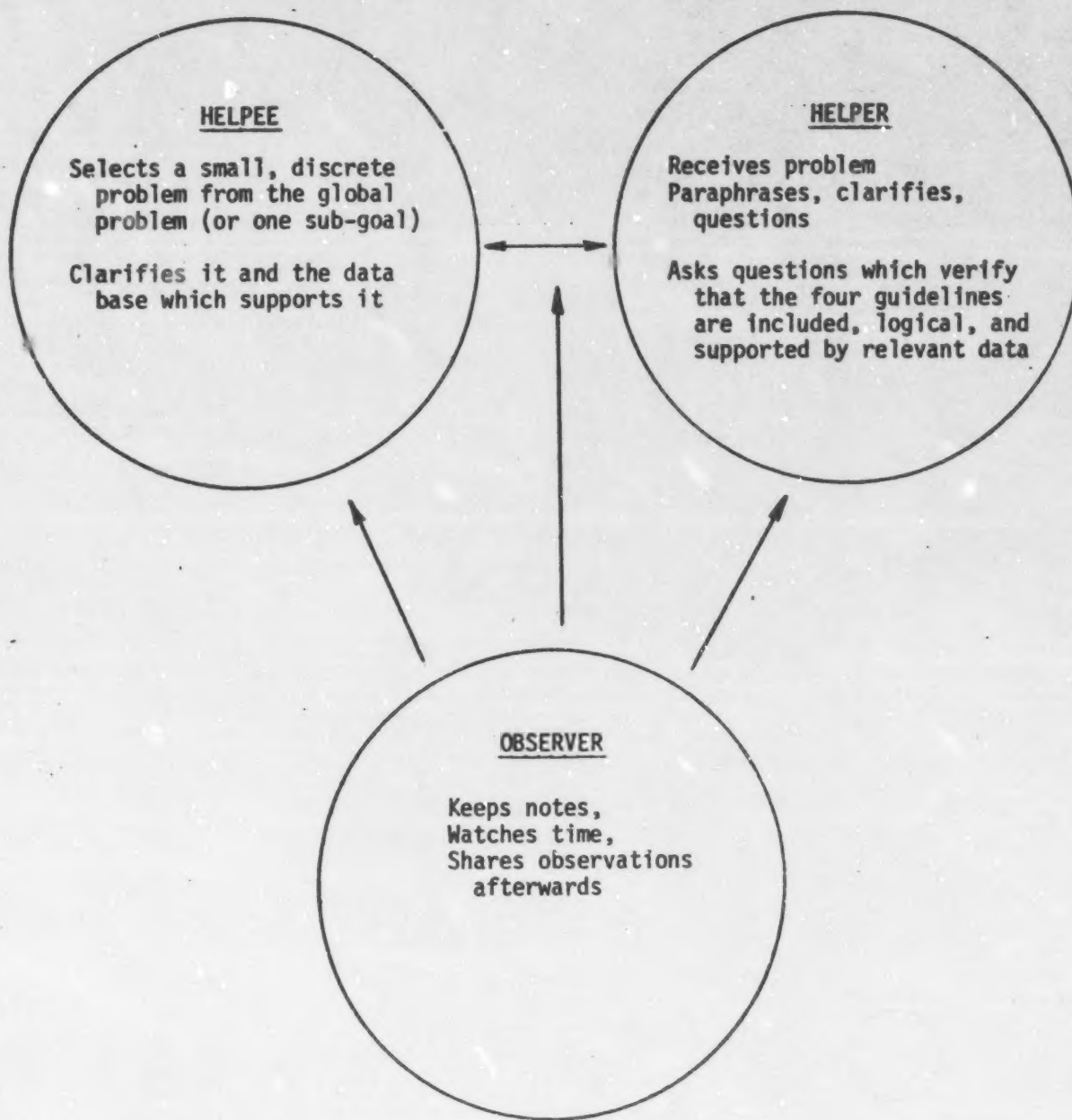
Time will be called after 5 to 6 minutes. You will be told what the observers saw. The observers will give their report and all four members will have a chance to discuss it.

Time will be called again 4 to 5 minutes later. At this time the roles of helper, helpee and observers will be taken by different persons in the quartet, and the above procedure will be repeated. The procedure will be repeated a third and fourth time to complete the round robin. Each of you will have had a turn in each role of helper, helpee and observer.

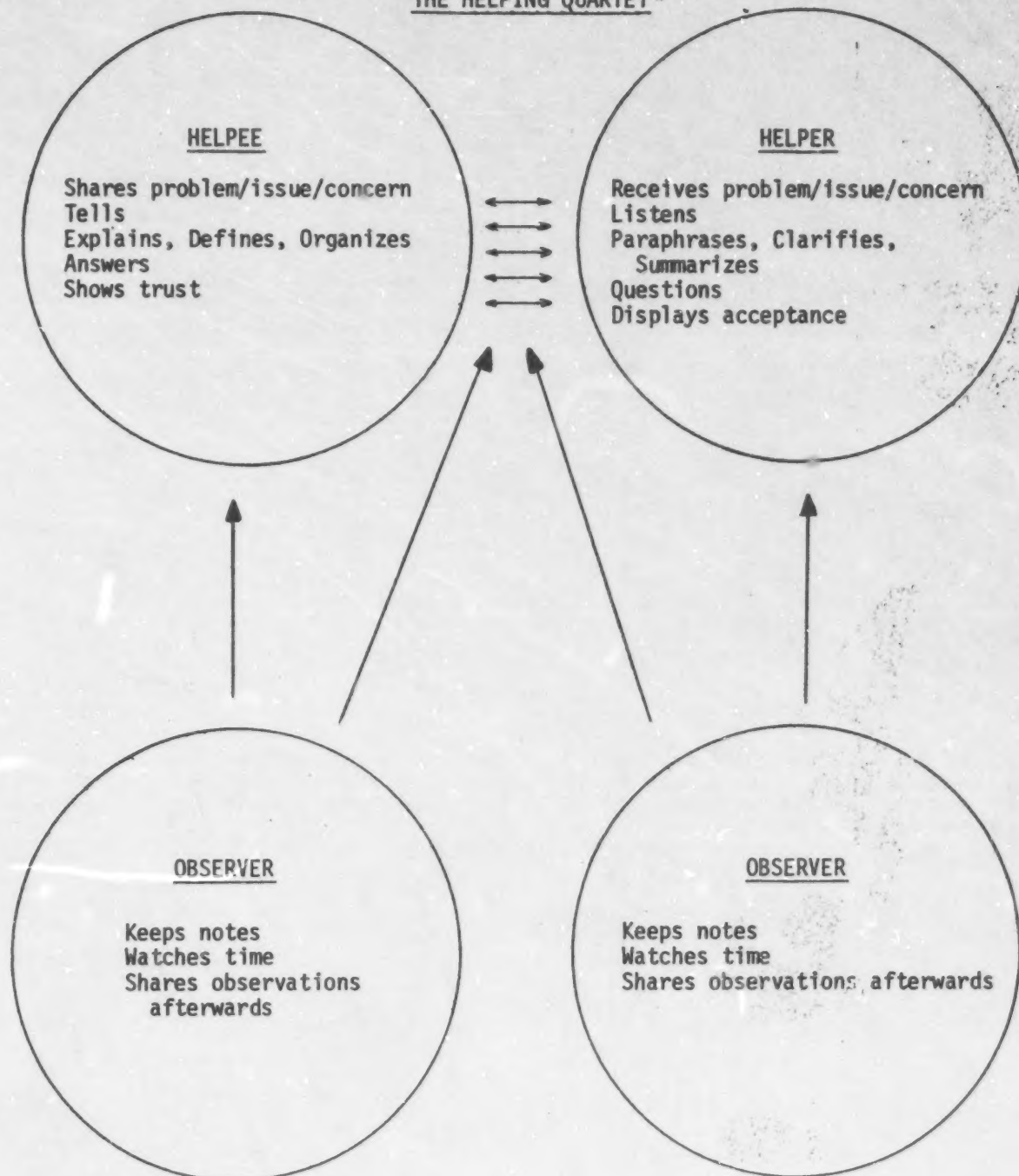
GUIDELINES FOR YOU AS AN OBSERVER:

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observation. Don't evaluate in giving your report with comments such as, "It was good when. . ." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when. . .," or, "The reason you said that was. . .," or, "You got mad when. . .". It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

TRIO ROUND ROBIN



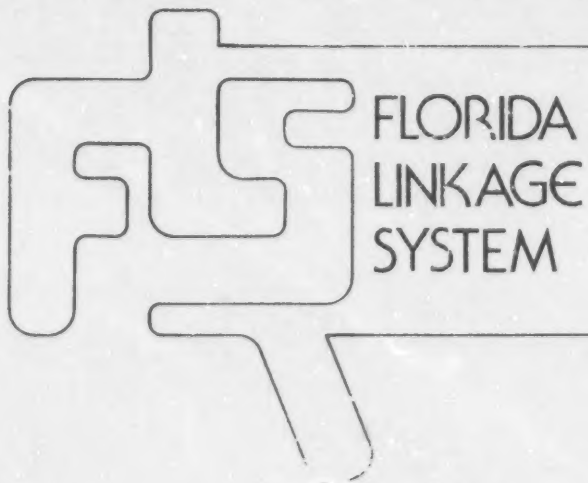
THE HELPING QUARTET*



* From RUPS,
NWREL, Portland, Oregon

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 5: FEELINGS AND PERCEPTIONS
Set IV**



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

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MODULE 5

FEELINGS AND PERCEPTIONS

FEELINGS AND PERCEPTIONS

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
2. Warm-up. Trios discuss feelings here and now	5 minutes	To provide focal interest for reading paper
3. Read HANDOUT 2, "Feelings as a Source of Data"	15 minutes	To provide cognitive input
4. Read HANDOUT 3, "Self-Knowledge Questionnaire"	10 minutes	To allow quiet for reflection on self-knowledge

FEELINGS AND PERCEPTIONS

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Explain to the group that earlier activities asked them to pool their data derived from facts and opinions. This activity asks them to pool the data which originates from another source: feelings. The data gained from feelings are important for skillful communications and decision making. Discuss feelings about what <u>you</u> learned about yourself in last session.
HANDOUT 2, Feelings as a Source of Data	Tell participants they have 15 minutes to read the paper
HANDOUT 3, Self-Knowledge Questionnaire	Ask participants to read the Handout, "Questionnaire on Self-Knowledge," and make notes on their responses. Allow 5-10 minutes, or until they seem to be finished.

FEELINGS AND PERCEPTIONS

ACTIVITY	TIME	RATIONALE
5. Discuss Questionnaire in Trios	40 minutes	To share experiences and responses to group behavior and to practice describing feelings and to increase awareness of feelings
6. Debrief the exercise	10 minutes	To clarify and summarize the learnings of the experience
7. Share with group	5 minutes	To achieve closure

FEELINGS AND PERCEPTIONS

MATERIALS	INSTRUCTIONAL STRATEGY
Chairs arranged in circles of threes	Ask participants to group in trios (the same trios from previous sessions). These people will provide psychological support for one another and facilitate group openness. Instruct participants to decide how revealing or open they wish to be in sharing their responses to the questionnaire. The questions have been grouped into six clusters, and it may facilitate discussion to discuss the questions and answers in clusters.
	Read: Trios should manage their time so that each member gets to answer at least one question from a cluster before moving on to the next cluster.
	Participants are to use helper-helpee skills during the discussion. The helper has this special duty: each time he perceives an expression of feeling in the helpee which is not described, he is to ask the helpee, "Do you feel _____ (embarrassed, tense, happy, etc.) here and now, talking about this?" The trainer should call time every 10 minutes.
	NOTE: A perception check is not "How do you feel?" A more open communication reveals the perceptions of the person asking the question. Data about feelings are often based on assumptions; a perception check tells you if they are a factual part of the situation.
HANDOUT 4, Discussion Questions	Instruct teams to debrief the exercise, using H04 as a guide. Allow ten minutes, then ask if groups wish to share insights gained into the Bolman Model or communications skills.

FEELINGS AND PERCEPTIONS

ACTIVITY	TIME	RATIONALE
8. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
9. Data Collection	2 minutes	To gather data about how participants view the training so far

FEELINGS AND PERCEPTIONS

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to fill out data collection forms.

FEELINGS AND PERCEPTIONS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Post the schedule and introduce the activity
5 minutes	Warm-up. How do you feel <u>now</u> .
15 minutes	Read paper "Feelings as a Source of Data"
10 minutes	Study questionnaire on self-knowledge
40 minutes	Discuss the questionnaire in trios, and practice perception checking
15 minutes	Debrief the exercise
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To increase one's self-knowledge of how one works in groups
2. To reflect on changes one may wish to make in style of face-to-face communications
3. To facilitate group openness
4. To increase awareness of all the sources of data

OVERVIEW

Productive teamwork is dependent on the interpersonal skills and the data gathering and sharing skills of team members. Effective teams gather data from all sources. Feelings are a source of data which are frequently discounted.

Among many groups there is a norm of suppressing or ignoring feelings. Sometimes it is not appreciated that feelings are a rational mental process for decision making. Sometimes feelings are suppressed because people do not know how to share them in helpful ways.

When feelings are bottled up and ignored for too long, they tend to erupt in inappropriate ways which can be destructive. Yet, when they are shared with co-workers as a part of the descriptive data about a situation, they provide indispensable data which must be taken into account if the project is to be successful.

This module provides guidelines and practice in describing feelings and checking perceptions to encourage school personnel to accept feelings as a valuable source of data, and to practice sharing feelings and perceptions in ways which are helpful.

FEELINGS AS A SOURCE OF DATA

In previous activities, you have practiced separating facts from opinions. For the sake of brevity, we will use the following operational definitions of these two concepts:

- A statement is accepted as a fact when no one challenges it. It may be supported by statistics, which may or may not be accurate and verifiable.
- Opinions are beliefs which are not based on certainty, but seem to the believer to be true and valid, according to his experience.

Now we ask you to consider another source of data which is equally powerful: feelings. Our working definition here is that:

- Feelings are a subjective, spontaneous response accountable for enthusiasm, appreciation, disinterest, apathy, etc.

DATA = FACTS,.....OPINIONS,.....FEELINGS = INFORMATION

↓
A statement may be
considered a fact when
no one challenges it.

↓
A belief in what
seems to the be-
liever to be true.

↓
A subjective response
(accountable for
enthusiasm, appreciation,
disinterest, apathy, etc.).

1. Often feelings are credited with the success of a program or blamed for its failure. Therefore, feelings must be considered as data. Moreover, an activity on feelings is important in interpersonal communications.
2. Because of the importance of feelings in interpersonal communications, even such an innocuous statement as, "It looks as though it might rain," may have strong emotional charge if the speaker is planning a twenty-mile hike or has recently endured a long drought. To misunderstand the feeling behind a statement or question may lead to total mis-communication.
3. Communication of feelings is often inaccurate or even misleading. A blush may indicate the person is feeling pleased, or it may indicate annoyance, embarrassment or uneasiness. What looks like an expression of anger often results from hurt feelings or from fear. Non-verbal expressions convey feeling without identifying it, and verbal expressions ("Get out!") may convey feeling but not describe it.
4. Communicating your own feelings and understanding the feelings of others is an extremely difficult task. Still, if you wish others to respond to you as a person, you must help them to understand how you feel. Likewise, if you are concerned about another person and about your relationship to him, you must try to understand his emotional reactions.

THE SKILL

Although we usually try to describe our ideas clearly and accurately, we often do not try to describe our feelings clearly. Feelings are expressed in many ways, but we do not usually attempt to identify these feelings.

1. One way to describe a feeling is to identify or name it. "I feel angry." "I feel embarrassed." "I feel comfortable with you."
2. Since there are not enough names or labels to encompass the broad range of human emotions, we invent other ways to describe our feelings. One such way is to use similes: "I feel like a tiny frog in a huge pond." A girl, whose friendly overture had just been rebuffed, said, "I feel like I have just had an arm amputated."
3. A third way to describe a feeling is to report what kind of action the feeling urges you to do. "I feel like hugging and hugging you." "I'd like to slap you." "I wish I could walk off and leave you."
4. In addition, many figures of speech serve as descriptions of feeling. "I just swallowed a bushel of spring sunshine."

THE FIRST TASK:

Describing Your Own Feelings

When describing your feelings, try to make clear what feelings you are experiencing by identifying them. The statement must (1) refer to "I," "me," or "my," and (2) specify some kind of feeling by name, simile, action, urge or other figure of speech.

The following examples show the relation between two kinds of expressions of feeling, (1) those that describe what the speaker is feeling, and (2) those that do not. Notice that expressions of feeling which describe the speaker's emotional state are more precise, less capable of misinterpretation and, thus, convey more accurately what feelings are affecting the speaker.

Expressing feeling by describing
your emotional state

"I feel embarrassed."
"I feel pleased."
"I feel annoyed."

"I feel angry!"
"I'm worried about this."
"I feel hurt by what you said."

"I enjoy her sense of humor."
"I respect her abilities and competence."
"I love her but I feel I shouldn't say so."

"I hurt too much to hear any more."
"I feel angry at myself."
"I'm angry with you."

Expressing feeling without
describing your emotional state

Blushing and saying nothing

Suddenly becoming silent in the
midst of a conversation

"She's a wonderful person."

"Shut up!!!"

SENDING ONE MESSAGE

Because emotional states express themselves simultaneously in words, in actions and in physiological changes, a person may convey contradictory messages about what he is feeling. For example, his actions (a smile or laugh) may contradict his words (that he is angry). The clearest emotional communication occurs when the speaker's description of what he is feeling matches, and thus amplifies, what is being conveyed by his actions and other non-verbal expressions of feeling.

NEGATIVE FEELINGS = NEED TO CHECK

The aim in describing your own feelings is to start a dialogue that will improve your relationship with the other person. After all, others need to know how you feel if they are to take your feelings into account. Negative feelings are signals that something may be going wrong in a relationship with another person. To ignore negative feelings is like ignoring a warning light that indicates an electrical circuit is overloaded. Negative feelings are a signal that the two of you need to check for misunderstanding and faulty communication.

After discussing how each person sees the situation or the relationship, you may discover that your feelings resulted from false perceptions of the situation and of the other person's motives. In this case, your feelings would probably change. However, the other person may discover that her actions are arousing feelings in you that she wasn't aware of -- feelings that others beside you might experience in response to her behavior -- and she may change.

In short, describing your feelings should not be an effort to coerce the other into changing so that you won't feel as you do. Rather, you report your inner state as just one more piece of information that is necessary, if the two of you are to understand and improve your relationship.

SECOND TASK:

Perception Check

You describe what you perceive to be the other's inner state in order to check whether you understand what she feels. That is, you test to see whether you have decoded her expressions of feeling accurately. You transform her expressions of feeling into a tentative description of her feeling. A good perception check conveys this message, "I want to understand your feelings -- is this (making a description of her feelings) the way you feel?"

Examples:

"I get the impression you are angry with me. Are you?"
(NOT: "Why are you so angry with me?" This is mind reading, not perception checking.)

"Am I right that you feel disappointed that nobody commented on your suggestion?"

"I'm not sure whether your expression means that my comment hurt your feelings, irritated or confused you."

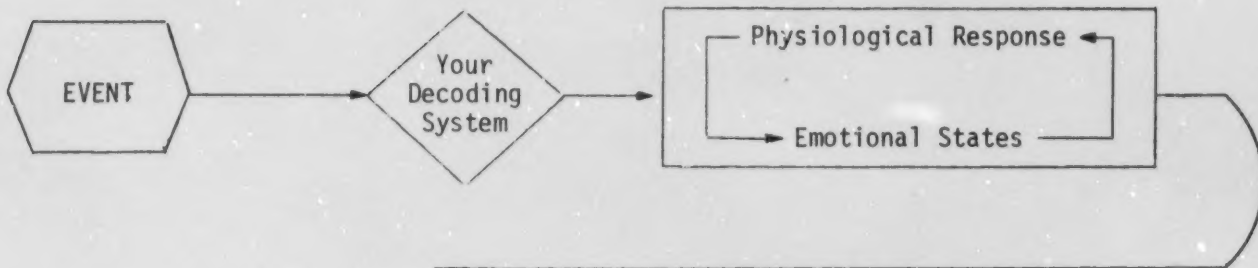
Note that a perception check describes the other's feelings, and does not express disapproval or approval. It merely conveys, "This is how I understand your feelings. Am I accurate?"

HOW EMOTIONAL STATES EXPRESS THEMSELVES

Somebody's
Actions

Interpreted via
Silent Assumptions

Lead to Some
Effect in You



Even when you are unaware of your feelings, your emotional state may express itself in these ways.

Physiological Expression: Heart Rate, Breathing, Blushing, Sweating, Weeping, Trembling ...

Expression in Actions: Hugging, Smiling, Hitting, Looking At or Away, Slouching, Biting Lips ...

Expression in Words:

COMMANDS:	"Shut up!"
QUESTIONS:	"Is it safe to drive this fast?"
ACCUSATIONS:	"You don't care about me."
NAME CALLING:	"You're rude."
SARCASM:	"You certainly make a person feel appreciated."

JUDGMENTS

Approval:	"You're wonderful!"
Disapproval:	"You talk too much."

DESCRIPTIONS OF FEELING:

You can describe your feelings only when you are aware of what they are

"I hurt too much to hear any more."
 "I'm afraid of going this fast."
 "It hurt my feelings when you forgot my birthday."
 "I felt put down when you ignored my comment."
 "I resent it that you don't seem to appreciate what I did for you."
 "I really enjoy your sense of humor."
 "I'm getting bored and beginning to tune out."

SELF-KNOWLEDGE QUESTIONNAIRE*

DIRECTIONS

1. Participants are to make a choice as to how revealing or open they wish to be. Discussion lasts about 30 minutes. Plan to spend no more than about 5 minutes on each cluster of 5 statements. Be sure each member has the opportunity to share self-knowledge before next speaker begins.
2. Listeners should be alert to expressions of feeling which the speaker does not describe. It is the listeners' responsibility to check their perceptions. For example, a listener might say, "I noticed that when you were talking about annoying leaders you seemed nervous. Is that how you felt?"

Cluster 1

1. When I enter a new group I feel.....
2. When a group starts I.....
3. When people first meet me they.....
4. When I'm in a new group I feel most comfortable when.....
5. When people remain silent I feel.....

Cluster 2

6. When someone does all the talking I.....
7. I feel most productive when a leader.....
8. I feel annoyed when the leader.....
9. I feel withdrawn when.....
10. In a group, I am most afraid of.....

Cluster 3

11. When someone feels hurt I.....
12. I am hurt most easily when.....
13. I feel loneliest in a group when.....
14. Those who really know me think I am.....
15. I trust those who.....

Cluster 4

16. I am saddest when.....
17. I feel closest to others when.....
18. People like me when I.....
19. Love is.....
20. I feel loved most when.....

Cluster 5

21. If I could do it all over again.....
22. My greatest strength is.....
23. I could be.....
24. I am.....

* From TRAINING NEWS, Volume 11, No. 2, 1967.

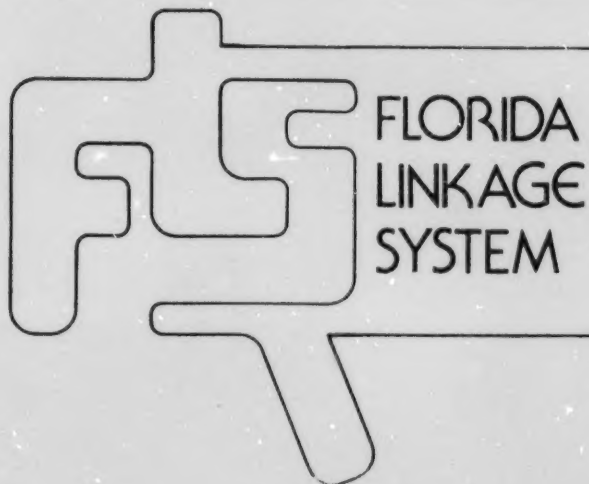
DISCUSSION QUESTIONS

1. Do you feel any different towards one another as a result of having described feelings?
2. Did you learn anything new about one another by checking your perceptions?
3. Do you feel that you have new communication skills?
4. Where do feelings and personal differences fit into the Bolman Model?
5. Do you have any additional insight into the situation and assumptions you described about your school?
6. As a team, can you sum up one generalization you wish to share with the group?

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 6: PRINCIPAL'S TRAINING
FOR PROJECT LEADERSHIP**

Set V



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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University of Florida

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FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

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1978

PRINCIPALS' TRAINING FOR PROJECT LEADERSHIP

PRINCIPALS' TRAINING FOR PROJECT LEADERSHIP

ACTIVITY	TIME	RATIONALE
1. Introduction and Overview, Warm-up	5 minutes	To allow participants to form appropriate expectations for this session and the next one; to pair principals in work group dyads.
2. Locate own style on Blake's Grid and share	10 minutes	To cause principals to begin to appreciate how their processes affect productivity
3. Present Theories of Management	5 minutes	To allow principals to begin to experience the processes which they will lead during the next session
4. Present McGregor's Theories	5 minutes	To present the implications of the various concepts
5. Discuss Theories	15 minutes	To permit participants to develop plans for implementing the Theories in productive ways
6. Introduce concept of consensus	5 minutes	To develop appreciation for participatory decision making

PRINCIPALS' TRAINING FOR PROJECT LEADERSHIP

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Present purposes and overview of session. Then ask principals to draw or write their idea of a perfect vacation on a piece of paper, pin it to their shirts and find another person who most agrees with them.
HANDOUT 2, T-P Leadership Questionnaire & Blake's Grid LECTURETTE	Ask principals to fill out the T-P Leadership Questionnaire and score it. Then, briefly review Blake's Grid (see Lecturette). Ask principals to place themselves on the grid where they are now and where they would like to be. Share with the paired principal.
HANDOUT 3 (Module 7, Handout 2) Theories of Management	Ask principals to examine the Theories of Management and make their selections.
HANDOUT 4 (Module 7, Handout 3) McGregor's Theories	Study McGregor's Theories--is an actual handout to be given to participants after they have made their selections.
Newsprint: "How can you share the Florida assessment data with your teachers?"	Discuss in pairs how McGregor's Theories could be put into practice to help a group move to the desired position on Blake's Grid. After a few minutes, ask each pair of principals to think of six strategies for sharing the Florida assessment data with their teachers. Two strategies should reflect the 9-1 position, two strategies should reflect the 1-9 position, and two strategies should reflect the 5-5 position or 9-9.
HANDOUT 5 (Module 7, Handout 4) Consensus Building	Introduce concept of consensus. Ask participants to read the paper comparing voting and consensus decision making. Ask for questions. Read with participants the ground rules for group consensus. Tell participants they are to follow the guidelines during the following exercise.

PRINCIPALS' TRAINING FOR PROJECT LEADERSHIP

ACTIVITY	TIME	RATIONALE
7. Pairs select three strategies by consensus	10 minutes	To practice consensus decision making
8. Pairs join and select top three priority practices	10 minutes	To practice consensus decision making
9. The two groups combine and select three top priority practices	10 minutes	To practice consensus decision making
10. Review guidelines for next session	15 minutes	To prepare principals to lead the next session

PRINCIPALS' TRAINING FOR PROJECT LEADERSHIP

MATERIALS	INSTRUCTIONAL STRATEGY
Newsprint: "How can you share the Florida assessment data with your teachers?"	Ask pairs to select three strategies by consensus from among the six they thought of. Ask them to pretend they are actually going to use the strategies and to agree to the use of the 3 best strategies.
Newsprint, pens & tape	Pairs join with one or two other pairs and select top three priority practices (by consensus). When two pairs join, they will have six favorite strategies. Tell them to choose the three best ones by consensus. The two groups combine and select three top priority practices (by consensus). Continue this sequence until the entire group has chosen three top priority strategies by consensus. If there is not time to complete the process, be sure to end the activity at a time when all groups have successfully reached consensus. Do not allow two combined groups to begin the process unless there is time for them to reach consensus.
Guidelines for Trainer MODULE 7	Present principals with trainer guidelines to be used during morning session and invite discussion.

PRINCIPALS' TRAINING FOR PROJECT LEADERSHIP

SCHEDULE

<u>Time</u>	<u>Activity</u>
5 minutes	Introduction to the session: purposes and overview
10 minutes	Blake's Grid
5 minutes	Theories of Management
5 minutes	Study McGregor's Theories
15 minutes	Discuss theories in pairs and develop strategies for using them
5 minutes	Introduction to consensus
10 minutes	Pairs select three strategies by consensus
10 minutes	Pairs join and select three strategies
10 minutes	Two groups combine and select three favorite strategies by consensus
<u>15 minutes</u>	Debrief and plan for morning session (Module 7)
90 minutes	

OBJECTIVES

1. To introduce some theories which affect the climate and productiveness of groups
2. To introduce some techniques which facilitate group consensus
3. To prepare principals to serve as team leaders during Module 7, Management Theory and Goal Consensus

OVERVIEW

This module is to prepare the principals to serve as trainers for Module #7, Management Theory and Goal Consensus. The activities in this module develop a rationale for studying management theories and for power sharing with all levels of the organization. They are intended to encourage school personnel to reflect on management styles and to plan for making desirable changes.

Power sharing is not easy. It always seems to those who have power that if they share their power with others, they will have less for themselves. The truth is when power is shared, it grows. This can be demonstrated by observing the differences between a group with a few powerful people and a group filled with powerful people. Since the purpose of education is to empower children, ways of making others feel stronger and possessed of a greater sense of personal efficacy should be a central focus of a school improvement program. Consensus decision making is such a means. In this module, principals will learn a technique which encourages input from each individual, and yet takes very little time. One of the reasons why consensus decision making is not used more frequently may have to do with its inefficiency. The technique practiced here may provide insight into ways to plan meetings so that everyone can speak within a short length of time.

T-P LEADERSHIP QUESTIONNAIRE*

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way always (A), frequently (F), occasionally (O), seldom (S), or never (N).

If I were the leader of a work group . . .

- | | | | | | |
|---|---|---|---|---|--|
| A | F | O | S | N | 1) I would most likely act as the spokesman of the group. |
| A | F | O | S | N | 2) I would allow members complete freedom in their work. |
| A | F | O | S | N | 3) I would encourage the use of uniform procedures. |
| A | F | O | S | N | 4) I would permit the members to use their own judgment in solving problems. |
| A | F | O | S | N | 5) I would needle members for greater effort. |
| A | F | O | S | N | 6) I would let the members do their work the way they think best. |
| A | F | O | S | N | 7) I would keep the work moving at a rapid pace. |
| A | F | O | S | N | 8) I would turn the members loose on a job, and let them go to it. |
| A | F | O | S | N | 9) I would settle conflicts when they occur in the group. |
| A | F | O | S | N | 10) I would be reluctant to allow the members any freedom of action. |
| A | F | O | S | N | 11) I would decide what shall be done and how it shall be done. |
| A | F | O | S | N | 12) I would push for increased production. |
| A | F | O | S | N | 13) I would assign group members to particular tasks. |
| A | F | O | S | N | 14) I would be willing to make changes |
| A | F | O | S | N | 15) I would schedule the work to be done. |

*from A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Pfeiffer and Jones, University Associates Press, Iowa City, Iowa, 1969.

MODULE 6
HANDOUT 2 (p. 2)

- A F O S N 16) I would refuse to explain my actions.
- A F O S N 17) I would persuade others that my ideas are to their
advantage.
- A F O S N 18) I would permit the group to set its own pace.

T _____

P _____

The facilitator instructs the participants in the scoring as follows:

- A. Circle the item number for items 1, 3, 9, 10, 11, 15, 16, and 17.
- B. Write a "1" in front of the circled items to which you responded S (seldom) or N (never).
- C. Write a "1" in front of items not circled to which you responded A (always) or F (frequently).
- D. Circle the "1's" which you have written in front of the following items: 2, 4, 5, 6, 8, 10, 14, 16, and 18.
- E. Count the circled "1's." This is your score for concern for people. Record the score in the blank following the letter "P" at the end of the questionnaire.
- F. Count the uncircled "1's." This is your score for concern for production. Record this number in the blank following the letter "T."

The facilitator distributes Managerial Grid sheets and instructs participants to follow the directions on the sheet. He then leads a discussion of the implications that members attach to their location within the grid.

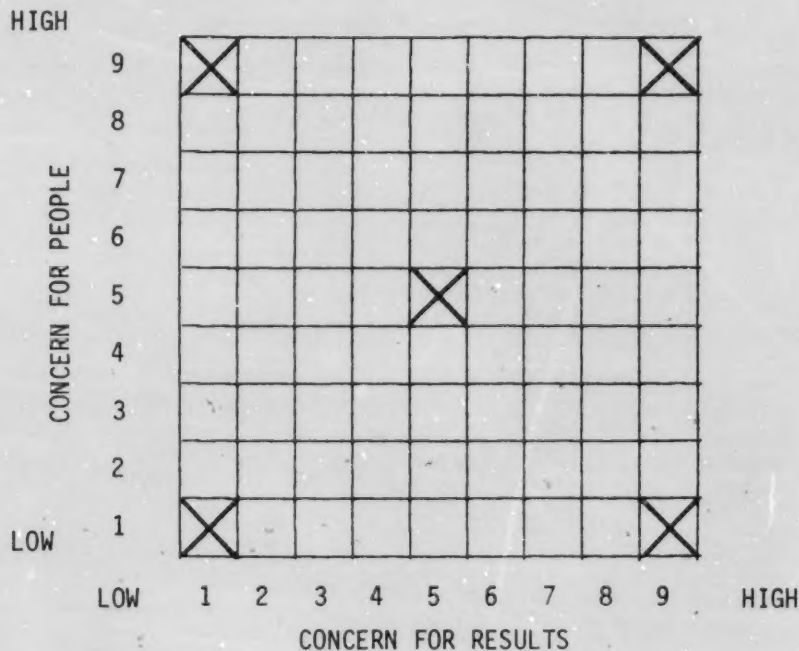
LOCATING ONESELF ON THE GRID:

Directions: In order to locate yourself on the Managerial Grid below find your score for Concern for Production on the horizontal axis of the Grid. Next, move up the column corresponding to your Production score to the point of intersection with your Concern for People score. Place an "X" at the intersection that represents your two scores. Numbers in parentheses correspond to the major styles on the Managerial Grid.

The T-P Leadership Questionnaire was adapted from Sergiovanni, Metzcus, and Burden's revision of the Leadership Behavior Description Questionnaire (T.J. Sergiovanni, R. Metzcus, and L. Burden. Toward a particularistic approach to leadership style: some findings. American Educational Research Journal, 1969, 6, 62-79).

THE MANAGERIAL GRID *

What makes a work group so enthusiastic and committed that they work overtime and use their personal resources to solve organization problems? Many observers credit the management style of the organization's leadership. When the decision-making process is shared with all the members in the organization, "ownership" is extended, giving each member a sense of having a personal stake in the operations and outcomes of the group.



5 BASIC THEORIES

- (1,1) Exertion of minimum effort to get required work done is appropriate to sustain organization membership
- (1,9) Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo
- (9,1) Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree
- (5,5) Adequate organization performance is possible through balancing the necessity to get out work while maintaining morale of people at a satisfactory level
- (9,9) Work accomplishment is from committed people; interdependence through "common stakes" in organization purpose leads to relationships of trust and respect.

* R. R. Blake and J. S. Mouton, The Managerial Grid, p. 10. Gulf Publishing Co., Houston, Texas, 1964.

8 ADDITIONAL POSSIBILITIES

- 9,5 Benevolent autocrat
- 5,9 Facilitative
- 9,1/1,9 Paternalism
(Blended)
- 9,1/1,9 Wide-arc pendulum
(to & fro)
- 9,1 Staff counterbalancing. The Splitting "two-hat" Approach
line 1,9
Intermittent
- 9,1/1,1 Win-leave cycle
- 5,5 Statistical, reactive around the grid

CONFLICT RESOLUTION

- 9,1 Suppression
- 1,1 Withdrawing into neutrality
- 5,5 An effort to encompass the difference through accommodation and compromise
- 9,9 Confronting the difference by exploring reservations and doubts and by reviewing the facts, data and logic bases of the difference

HOW TO USE THE GRID

1. Locate the square on the grid where you currently operate, and the square in which you would ideally operate--either as a classroom manager, school or special projects manager.
2. Think of several processes for sharing decision making and ownership with all the members of the group.
3. Include in your plan means for gathering data on the concerns of individuals at frequent, regular intervals. Remember that there is no substitute for face-to-face pulse taking.
4. Include in your plan means for sharing common concerns across the entire organization.
5. Being able to operate in the upper right hand quadrant of the grid is largely dependent upon the group's ability to surface differences and confront them. Leadership is crucial in resolving conflicts satisfactorily.

BLAKE'S MANAGERIAL GRID

LECTURETTE: (for the trainer)

Blake and Mouton developed "The Managerial Grid" to demonstrate how the leadership's concern for people and for production operates to influence the work climate of the organization. The lower, left hand corner of the grid represents low concern for people and for tasks. This is the condition in a school in which the principal has a private consulting business, a community volunteer position, or some other involvement which takes a great deal of time. The school "runs itself," morale may be medium to low, and hardly anyone does more than the minimum required to get the job done.

The upper left corner of the grid represents high concern for people and little concern for the task. This climate is apt to develop in a school where no one seriously believes that it is possible to do a better job than is currently being done, but the leadership is committed to making the climate a pleasant one for those who must carry on. The principal in this school is likely to turn over the instructional program to committees and to make himself responsible for the building and budget accounts. Morale in this school is higher than in the 1-1 school, but the staff does not feel a great deal of job satisfaction, and the number of children who are expected to fail with learning tasks does not change very much through the years.

The lower right hand corner of the grid represents high concern for the task and little for people. The principal in this type of school runs a "tight ship" and knows everything that is going on in the school at all times. Reporting procedures are strict and efficient. Everyone has a clear assignment related to all the school goals. There may be more competition than

cooperation among staff members, and school-wide innovations are initiated and developed through the efforts of the central leadership.

The upper right hand corner represents both high concern for people and for tasks. The principal keeps himself informed about all the needs in the school, and actively plans with teachers, being sure that everyone has a chance to speak on each question. This principal welcomes criticism and input from everyone about what the school should do and how it should be done. He has high standards and expectations, both for himself and for others. This principal is very concerned to maintain high productivity in the schools and he is equally concerned about the people who are doing the producing, so that he responds quickly to expressed or implied concerns from staff and community members. The relationships in this school are characterized by trust, respect and openness.

When the principal swings back and forth between high concern for people and high concern for productivity, the results may be a fairly efficiently run school and a staff with satisfactory morale; or the effect may seem paternalistic, insincere, autocratic, and so on. When the principal's behavior cannot be predicted by the staff, as when there are abrupt shifts in the leadership style, trust is decreased and the climate is more likely to resemble the 1-1 school.

Job satisfaction is related to high productivity as well as to personal regard. Morale is highest in schools where the principal is clearly concerned about the school's standards and about the wellbeing and satisfaction of those in the school, and demonstrates both concerns by exerting effort continuously and consistently.

The resolution of conflict is critical to the development of an open climate. In the "country-club atmosphere" of the 1-9 school, conflict is avoided, ignored or suppressed in order to maintain the "comforts" of the staff. In the 9-1 school, conflict is also suppressed because human emotions must not be allowed to get in the way of the job. In the 5-5 school, conflict leads to accommodation and compromise. In the 9-9 school, differences are confronted through explorations which examine the facts, data and logic of the situation and attempts are made to develop a collaborative solution through consensus.

THEORIES OF MANAGEMENT

Whether one realizes it or not, one has ideas about how organizations or institutions should be managed. The following checklist is designed to have you reflect upon a variety of statements regarding people, organizations and management. You are asked to check each statement according to whether you strongly agree, agree, disagree, or strongly disagree. The checklist is for your private reflection; you will be asked to share as many of your responses as you wish with one other person.

Theories of Management

strongly agree	agree	disagree	strongly disagree	
				1. If conditions are favorable, work is a natural and satisfying activity.
				2. For achieving organizational goals, self-management is often indispensable.
				3. Motivation occurs at a bread and butter survival level.
				4. Effective team work provides a wide span of control, with supervision being general rather than detailed.
				5. Most people have little capacity for creativity involving organization problems.
				6. Rewards which satisfy ego and social needs, as well as bread and butter needs, conduce to self-control in line with organizational objectives.
				7. Most people have little ambition or desire for responsibility and prefer to be directed.
				8. Effective teamwork occurs when authority flows unilaterally from superior to subordinate.
				9. Work is inherently distasteful to most people.
				10. The capacity for creativity is underutilized in organizations.
				11. Effective working arrangements accept the individual as an isolated unit and organize primarily in terms of his physiological being.
				12. Effective management analyzes and plans tasks in order to make work routinized.
				13. Most people must be closely controlled and often coerced to achieve organization objectives.
				14. Creativity for solving an organization's problems is widely distributed throughout its membership.
				15. Teamwork enables the consideration of the individual as a social being and structures work in ways that do not ignore the fullness of the person.
				16. Effective management arranges for teams to see the meaningful whole of the task, and requires variety in activities and the application of skill and judgment.
				17. Teamwork is most productive when authority flows from formal and informal sources, up, down, and across the team.
				18. The most effective manager sees to it that, in arranging teamwork, the span of control is narrow and supervision is close.

McGregor's Theories X and Y

The proceeding statements reflect two opposing views of human motivation. The characteristics of Theories X and Y are summarized in the following tables.

Assumptions	
Theory X	Theory Y
1. Work is inherently distasteful to most people.	1. Work is as natural as play if conditions are favorable.
2. Most people have little ambition or desire for responsibility and prefer to be directed.	2. For achieving organizational goals, self-management is often indispensable.
3. Most people have little capacity for creativity involving organization problems.	3. Creativity for solving an organization's problems is widely distributed throughout its membership.
4. Motivation occurs at a bread-and-butter survival level.	4. Rewards which satisfy ego and social needs, as well as bread-and-butter needs conduce to self-control in line with organizational objectives.
5. Most people must be closely controlled and often coerced to achieve organizational objectives.	5. The capacity for creativity is under-utilized in organizations.

Implications for Teamwork	
Theory X	Theory Y
1. Authority flows unilaterally from superior to subordinate.	1. Authority flows from formal and informal sources, up, down, and across the team.
2. Span of control is narrow and supervision is close.	2. Span of control is wide, with supervision being general rather than detailed.
3. The individual is considered as an isolated unit, and work is organized primarily in terms of his physiological being.	3. The individual is considered as a social-psychological-physiological being and the structuring of his work does not ignore the fullness of man.
4. Work is routinized.	4. The task is a meaningful whole, providing some variety and requiring some skill and judgment.

Using these two models McGregor then developed a set of scales for use in group development. The left side of each scale represents X, the right Y.

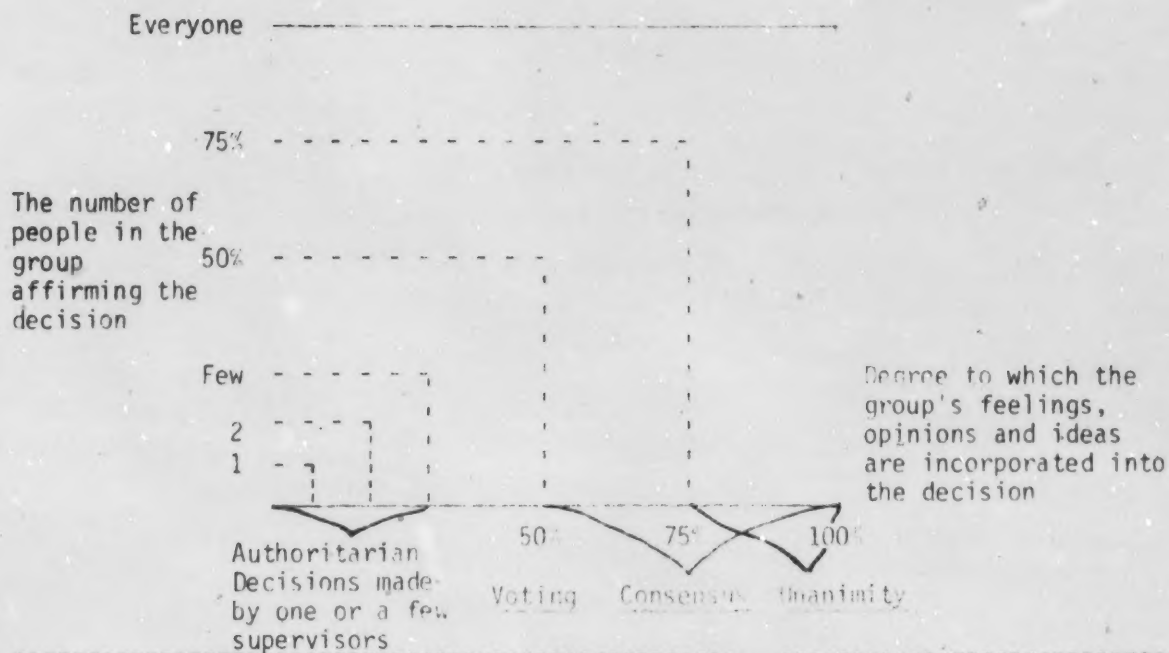
Scale	Theory X				Theory Y		
Trust	High suspicion				High trust		
	1	2	3	4	5	6	7
Support	Every man for himself				Genuine concern for each other		
	1	2	3	4	5	6	7
Communication	Guarded, cautious				Open and authentic		
	1	2	3	4	5	6	7
Listening	We don't listen to each other				We understand and are understood		
	1	2	3	4	5	6	7
Team Objectives	Not understood				Clearly understood		
	1	2	3	4	5	6	7
Conflicts	Deny, avoid, or suppress				Accepted and "worked through"		
	1	2	3	4	5	6	7

Theories X and Y Worksheet

1. Summarize in your own words the basic differences between the two theories.
2. What are the implications the theories have for educational goals? for managing schools?
3. With regards to school and classroom management, how consistent is your behavior with your beliefs and values? Your unique strengths and personal style?
4. Share these opinions with your paired team mates.

A COMPARISON OF TWO DECISION-MAKING PROCESSES: VOTING AND CONSENSUS-BUILDING

By A. Leo Schomor, Ph.D.
1968



Vote-Taking

The vote of the majority (51%) determines when a decision is made and what its content is when the vote taking procedure is used. Vote-taking hinges on agreement with the motion.

Definitions

Consensus comes from the root Latin word "consensum" which means: "To feel together. A group has reached consensus (which may be low or high as above chart shows) when the members of the group feel together enough on a question and its solutions so that all of the group members are willing to help implement the decision.

Comparisons

1. Voting will allow discussion to change the original motion only insofar as the changes do not alter the original intention of the motion.
2. Discussion of a motion tends to divide a group into "those for" and "those against."

1. Consensus-building process attempts to incorporate all points of view, if at all possible, into the solution of the question.
2. Consensus-building encourages the entire group to think, as a whole, of a solution upon which it can act as a whole.

Comparisons

- | | |
|--|---|
| 3. Taking a vote freezes the group majority and minority. | 3. Reaching a consensus means that all sides feel that they have been heard and accepted, and consensus emerges as tentative, often experimental solution to the question in which the best of all points of view have been used. |
| 4. Voting usually proceeds according to "Robert's Rules of Order." | 4. Consensus-building proceeds according to principles of the discussion method and encourages the total group to exercise responsibility for leadership services (functional roles). |
| 5. Voting can be faster, but often implementation of decision is slower. | 5. Reaching consensus takes more time than voting, but implementation is faster. |
| 6. Discussion occurs in a formal atmosphere. | 6. Discussion takes place in an informal atmosphere. |
| 7. Discussion of a "motion" focuses attention on the <u>solution</u> to a problem. | 7. Consensus-building begins with the problem and discusses it thoroughly - then solution evolves. |

GROUP CONSENSUS GROUND RULES*

Your group has been asked to employ the method of group consensus in reaching its decision. This means that the list of training needs should be agreed to by each group member before it becomes a part of the group decision. Consensus is sometimes difficult to reach. Therefore, you should not expect that agenda items will meet with everyone's complete approval quickly. Try, as a group, to make each item one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

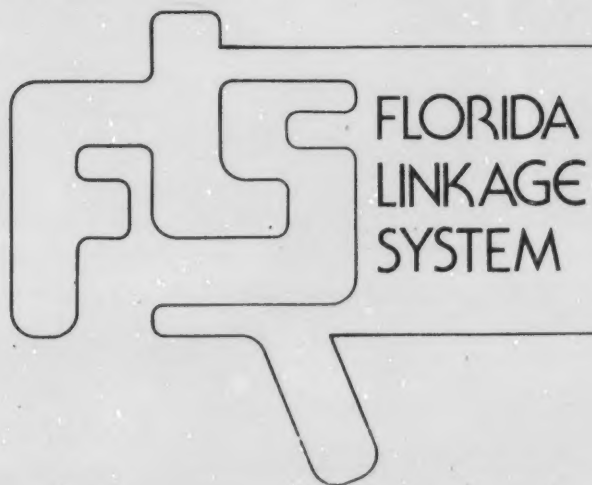
1. Avoid arguing for your own individual judgments. Approach the group task using logic whenever possible.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only those items with which you are able to agree, somewhat at least.
3. Avoid "conflict reducing" techniques, such as majority vote, averaging, or trading, in reaching decisions.
4. View differences of opinion as helpful rather than a hindrance in decision-making.
5. Remember to use the skill of paraphrasing to help you clarify the meaning of statements made by others, particularly when the statement is in opposition to your own opinion.
6. Silence is often construed as agreement. Share with others your point of view promptly so that the group's time can be used as efficiently as possible.

*Adapted from PETC I Collection of Skills, Ruth Emory and Rene Pino, NWREL, Portland, Oregon.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 7: MANAGEMENT THEORY
AND GOAL CONSENSUS**

Set V



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

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1978

MODULE 7

MANAGEMENT THEORY & GOAL CONSENSUS

MANAGEMENT THEORY & GOAL CONSENSUS

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
2. Theories of Management	5 minutes	To check assumptions individuals make about individuals and organizations; to cause people to think about how they view organizational life
3. McGregor's X-Y Theory	5 minutes	To cause participants to organize their thoughts about organizations using McGregor's Model
4. Share with another person in the team	15 minutes	To broaden interpretations and to translate learnings into the person's own language
5. Introduction of Consensus Paper and Read Paper	3 minutes 12 minutes	To introduce participants to concept of consensus as it relates to problem solving back home
6. Develop goals	20 minutes	To enable participants to develop goals for the situation and assumptions described in their study of their own school's social system

MANAGEMENT THEORY & GOAL CONSENSUS

MATERIALS

INSTRUCTIONAL STRATEGY

HANDOUT 1, Schedule & Objectives and Overview

Explain that this session is to develop consensus and demonstrate processes which can be used to develop commitment to the goals and strategies.

HANDOUT 2, Theories of Management

Ask participants to read and complete H02. Indicate that responses to this work need not be shared with members of their team. Tell participants they only have 5 minutes.

HANDOUT 3, McGregor's Theories

Hand out H03 (yellow sheets). Ask participants to read H03 and jot down notes under questions on the worksheet.

HANDOUT 3

Ask participants to pair with another person on their team and review worksheet questions. See what X and Y theory means in relation to previous TSC data.

HANDOUT 4, Consensus Building

Introduce paper on Consensus

Ask participants to read the paper and discuss it.

HANDOUT 5, What Are Your Goals?

Recall the Bolman Model, and announce that we are now ready to begin developing a list of goals to fit the situation and assumptions each school has on newsprint. Direct participants to utilize all data generated so far (organizational needs assessment data, assumptions and situation, etc.) and work as a team to devise goals. Remind them that prioritizing will come later, and the list can always be added on to, if a need for additional goals becomes apparent.

MANAGEMENT THEORY & GOAL CONSENSUS

ACTIVITY	TIME	RATIONALE
7. Check goals for achievability	10 minutes	To check for feasibility
8. Prioritizing goals using Scale #1	10 minutes	To enable participants to use specific criteria and one system of prioritizing to list goals according to an order of importance
9. Totaling priorities to generate top 7 goals	5 minutes	To enable participants to quickly recognize the top 7 goals the entire team recognizes
10. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
11. Data Collection	2 minutes	To gather data about how participants view the training so far

MANAGEMENT THEORY & GOAL CONSENSUS

MATERIALS

INSTRUCTIONAL STRATEGY

HANDOUT 6, Scale #1
 Newsprint example of
 recording of a goal
 sounding unachievable
 Newsprint of Scale #1
 including criteria used.
 One copy of Scale #1 for
 each participant.

Do example of totaling
 last column of Scale #1
 on newsprint for entire
 group

Newsprint, pens & tape

HANDOUT 1, Schedule &
 Objectives and Overview

Data Collection forms

When checking for feasibility, teams should be careful of how goals are stated. If goals are stated in an unachievable way, they may remain unachieved. However, most goals can be stated in a way which promotes solutions. (What they can influence as opposed to those matters over which they have no control.) EXAMPLE: "The classroom needs to be larger" is less achievable than "I need more space to carry out desired activities." All of these goals should be posted on newsprint.

Present Prioritizing Scale #1. Explain prioritizing system. Direct participants to list the problems generated in Step 5 on their Prioritizing Scale sheet. Ask participants to prioritize these goals individually using this scale.

Direct teams to total their lists among the team members in order to come up with the top 7 goals the team recognizes. Do example.

Instruct teams to copy each list onto newsprint and post it where the whole team can read it. This list will be used in Module #11, Prioritizing Goals.

Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.

Remind participants to fill out data collection forms.

MANAGEMENT THEORY & GOAL CONSENSUS

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
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MANAGEMENT THEORY & GOAL CONSENSUS

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HANDOUT 4, Consensus

Introduce paper on Consensus

Ask participants to read the paper and discuss it.

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MANAGEMENT THEORY & GOAL CONSENSUS

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 6, Scale #1 Newsprint example of wording of a goal sounding unachievable Newsprint of Scale #1 including criteria used. One copy of Scale #1 for each participant. Do example of totaling last column of Scale #1 on newsprint for entire group Newsprint, pens & tape	When checking for feasibility, teams should be careful of how goals are stated. If goals are stated in an unachievable way, they may remain unachieved. However, most goals can be stated in a way which promotes solutions. (What they can influence as opposed to those matters over which they have no control.) EXAMPLE: "The classroom needs to be larger" is less achievable than "I need more space to carry out desired activities." All of these goals should be posted on newsprint. Present Prioritizing Scale #1. Explain prioritizing system. Direct participants to list the problems generated in Step 5 on their Prioritizing Scale sheet. Ask participants to prioritize these goals individually using this scale. Direct teams to total their lists among the team members in order to come up with the top 7 goals the team recognizes. Do example. Instruct teams to copy each list onto newsprint and post it where the whole team can read it. This list will be used in Module #11, Prioritizing Goals.
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to fill out data collection forms.

MANAGEMENT THEORY & GOAL CONSENSUS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
5 minutes	Individuals examine management statements
5 minutes	Study McGregor's Theories
15 minutes	Share with another team member
15 minutes	Introduction to consensus theory
20 minutes	Develop goals
10 minutes	Check goals for achievability
15 minutes	Prioritize goals individually and post group goals
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To reflect on ideas and theories for organizing and managing human systems
2. To increase team building skills through the consensus process
3. To select a problem which has a high probability of success
4. To begin thinking about strategies for achieving the goals

OVERVIEW

This module is to be conducted by the principal who is responsible for the management of the school and for developing commitment to school goals. Individuals will examine McGregor's management theories and consider their own activities in organizations. Next, they will read and discuss a paper which compares two methods of decision making and their outcomes as related to goal commitment and achievement. Although developing consensus is time consuming, it assures that the goals agreed to are accepted by everyone involved. In the long view, time is saved because there are more people committed to achieving the goals. Guidelines are provided which help groups reach consensus efficiently.

The practice in using the Bolman planning model will be resumed in this session also. The team will practice developing consensus by generating a list of goals appropriate to their situation and assumptions.

Many schools have norms of decision making which close off discussion before all sides have been heard. The results are reflected in attitudes of passivity or even apathy. This module is to encourage schools to examine their norms of decision making and to plan for including everyone's feelings and opinions.

THEORIES OF MANAGEMENT

Whether one realizes it or not, one has ideas about how organizations or institutions should be managed. The following checklist is designed to have you reflect upon a variety of statements regarding people, organizations and management. You are asked to check each statement according to whether you strongly agree, agree, disagree, or strongly disagree. The checklist is for your private reflection; you will be asked to share as many of your responses as you wish with one other person.

Theories of Management

strongly agree	agree	disagree	strongly disagree	
				1. If conditions are favorable, work is a natural and satisfying activity.
				2. For achieving organizational goals, self-management is often indispensable.
				3. Motivation occurs at a bread and butter survival level.
				4. Effective team work provides a wide span of control, with supervision being general rather than detailed.
				5. Most people have little capacity for creativity involving organization problems.
				6. Rewards which satisfy ego and social needs, as well as bread and butter needs, conduce to self-control in line with organizational objectives.
				7. Most people have little ambition or desire for responsibility and prefer to be directed.
				8. Effective teamwork occurs when authority flows unilaterally from superior to subordinate.
				9. Work is inherently distasteful to most people.
				10. The capacity for creativity is underutilized in organizations.
				11. Effective working arrangements accept the individual as an isolated unit and organize primarily in terms of his physiological being.
				12. Effective management analyzes and plans tasks in order to make work routinized.
				13. Most people must be closely controlled and often coerced to achieve organization objectives.
				14. Creativity for solving an organization's problems is widely distributed throughout its membership.
				15. Teamwork enables the consideration of the individual as a social being and structures work in ways that do not ignore the fullness of the person.
				16. Effective management arranges for teams to see the meaningful whole of the task, and requires variety in activities and the application of skill and judgment.
				17. Teamwork is most productive when authority flows from formal and informal sources, up, down, and across the team.
				18. The most effective manager sees to it that, in arranging teamwork, the span of control is narrow and supervision is close.

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McGregor's Theories X and Y

The proceeding statements reflect two opposing views of human motivation. The characteristics of Theories X and Y are summarized in the following tables.

Assumptions	
Theory X	Theory Y
1. Work is inherently distasteful to most people.	1. Work is as natural as play if conditions are favorable.
2. Most people have little ambition or desire for responsibility and prefer to be directed.	2. For achieving organizational goals, self-management is often indispensable.
3. Most people have little capacity for creativity involving organization problems.	3. Creativity for solving an organization's problems is widely distributed throughout its membership.
4. Motivation occurs at a bread-and-butter survival level.	4. Rewards which satisfy ego and social needs, as well as bread-and-butter needs conduce to self-control in line with organizational objectives.
5. Most people must be closely controlled and often coerced to achieve organizational objectives.	5. The capacity for creativity is under-utilized in organizations.

Implications for Teamwork	
Theory X	Theory Y
1. Authority flows unilaterally from superior to subordinate.	1. Authority flows from formal and informal sources, up, down, and across the team.
2. Span of control is narrow and supervision is close.	2. Span of control is wide, with supervision being general rather than detailed.
3. The individual is considered as an isolated unit, and work is organized primarily in terms of his physiological being.	3. The individual is considered as a social-psychological-physiological being and the structuring of his work does not ignore the fullness of man.
4. Work is routinized.	4. The task is a meaningful whole, providing some variety and requiring some skill and judgment.

Using these two models McGregor then developed a set of scales for use in group development. The left side of each scale represents X, the right Y.

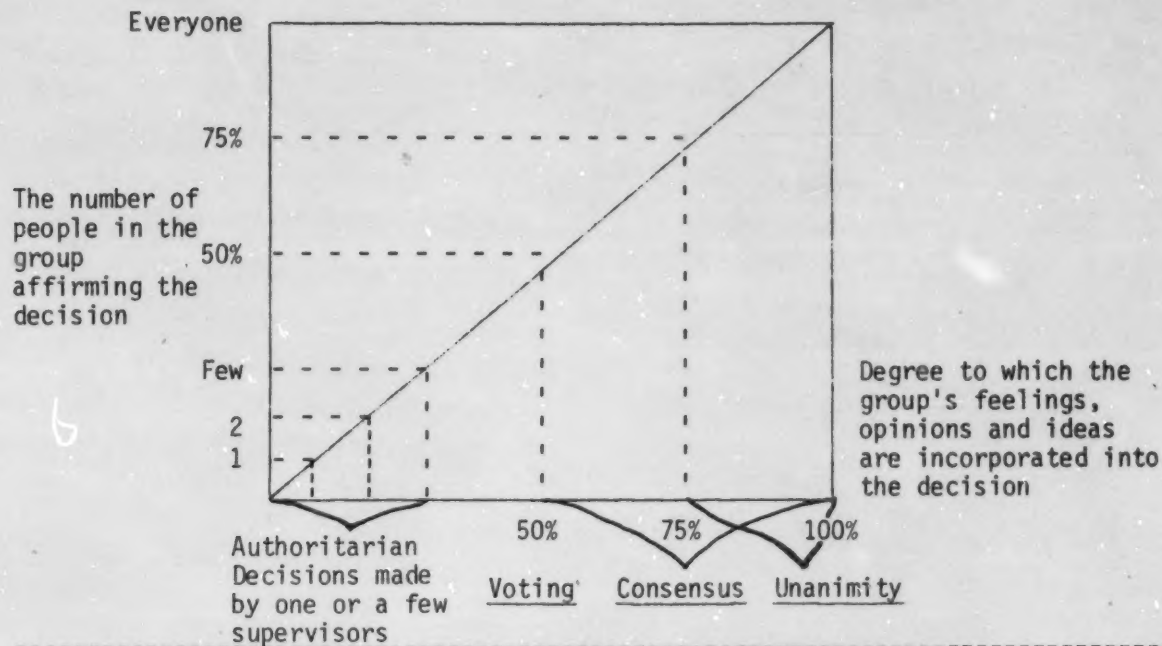
Scale	Theory X					Theory Y	
Trust	High suspicion					High trust	
	1	2	3	4	5	6	7
Support	Every man for himself					Genuine concern for each other	
	1	2	3	4	5	6	7
Communication	Guarded, cautious					Open and authentic	
	1	2	3	4	5	6	7
Listening	We don't listen to each other					We understand and are understood	
	1	2	3	4	5	6	7
Team Objectives	Not understood					Clearly understood	
	1	2	3	4	5	6	7
Conflicts	Deny, avoid, or suppress					Accepted and "worked through"	
	1	2	3	4	5	6	7

Theories X and Y Worksheet

1. Summarize in your own words the basic differences between the two theories.
2. What are the implications the theories have for educational goals? for managing schools?
3. With regards to school and classroom management, how consistent is your behavior with your beliefs and values? Your unique strengths and personal style?
4. Share these opinions with your paired team mates.

A COMPARISON OF TWO DECISION-MAKING PROCESSES: VOTING AND CONSENSUS-BUILDING

By A. Leo Schomor, Ph.D.
1968



Vote-Taking

The vote of the majority (51%) determines when a decision is made and what its content is when the vote taking procedure is used. Vote-taking hinges on agreement with the motion.

Definitions

Consensus comes from the root Latin word "consensum" which means: "To feel together." A group has reached consensus (which may be low or high as above chart shows) when the members of the group feel together enough on a question and its solutions so that all of the group members are willing to help implement the decision.

Consensus-Building

Comparisons

1. Voting will allow discussion to change the original motion only insofar as the changes do not alter the original intention of the motion.
2. Discussion of a motion tends to divide a group into "those for" and "those against."

1. Consensus-building process attempts to incorporate all points of view, if at all possible, into the solution of the question.
2. Consensus-building encourages the entire group to think, as a whole, of a solution upon which it can act as a whole.

Comparisons

- | | |
|--|---|
| 3. Taking a vote freezes the group majority and minority. | 3. Reaching a consensus means that all sides feel that they have been heard and accepted, and consensus emerges as a tentative, often experimental solution to the question in which the best of all points of view have been used. |
| 4. Voting usually proceeds according to "Robert's Rules of Order." | 4. Consensus-building proceeds according to principles of the discussion method and encourages the total group to exercise responsibility for leadership services (functional roles). |
| 5. Voting can be faster, but often implementation of decision is slower. | 5. Reaching consensus takes more time than voting, but implementation is faster. |
| 6. Discussion occurs in a formal atmosphere. | 6. Discussion takes place in an informal atmosphere. |
| 7. Discussion of a "motion" focuses attention on the <u>solution</u> to a problem. | 7. Consensus-building begins with the problem and discusses it thoroughly - then solution evolves. |

GROUP CONSENSUS GROUND RULES*

Your group has been asked to employ the method of group consensus in reaching its decision. This means that the list of training needs should be agreed to by each group member before it becomes a part of the group decision. Consensus is sometimes difficult to reach. Therefore, you should not expect that agenda items will meet with everyone's complete approval quickly. Try, as a group, to make each item one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the group task using logic whenever possible.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only those items with which you are able to agree, somewhat at least.
3. Avoid "conflict reducing" techniques, such as majority vote, averaging, or trading, in reaching decisions.
4. View differences of opinion as helpful rather than a hindrance in decision making.
5. Remember to use the skill of paraphrasing to help you clarify the meaning of statements made by others, particularly when the statement is in opposition to your own opinion.
6. Silence is often construed as agreement. Share with others your point of view promptly so that the group's time can be used as efficiently as possible.

*Adapted from PETC I Collection of Skills, Ruth Emory and Rene Pino, NWREL, Portland, Oregon.

Refer to your study of your own situation and your assumptions concerning it.

What are your GOALS? * (What are your preferred outcomes or events?)

* You may have additional data which has changed the situation and your assumptions regarding your pre-workshop task. If so, it may be necessary to add or change goals. Later you can develop strategies for dealing with the additions or changes.

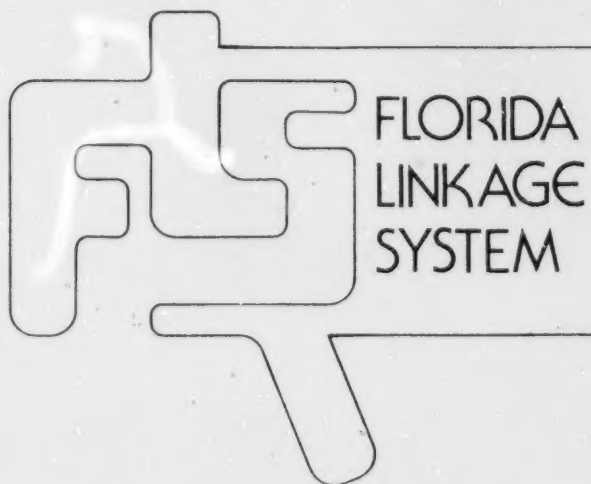
PRIORITIZING GOALS
SCALE #1

Rate each of the goals stated on a 0 - 5 scale with "0" being the least weighted number and "5" being the heaviest weighted number. Record your numerical ratings in the space provided below.

[illegible]

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 8: SKILLS FOR
FACILITATING AND LINKING
Set VI**



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

June 1978

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MODULE 8

SKILLS FOR FACILITATING AND LINKING

SKILLS FOR FACILITATING AND LINKING

ACTIVITY	TIME	RATIONALE
1. Introduce the activity	4 minutes	To allow participants to form appropriate expectations
2. Assign roles, study sheets, attach numbers	4 minutes	To assist players with understanding of one role group's perception of problems
3. Assign observer roles	5 minutes	To begin to develop awareness of the communication and group process skills which are needed by facilitators and linkers
4. Role Play with Observation	15-20 minutes	To allow each role to have the opportunity to raise issues and concerns
5. Debrief role play	15 minutes	To list concerns and issues and make explicit what the possible conflict points are

SKILLS FOR FACILITATING AND LINKING

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Explain that through participating in a role play experience and sharing the impressions of the players and observers, participants will identify the personal issues, concerns and conflict points which are associated with the adoption and implementation of innovations, and have insight into skills needed by facilitators and linkers.
HANDOUT 2, The Setting	
HANDOUTS 3-11, Role Descriptions	Give one role assignment to each player. Pass out numbered cards and ask them to wear them to help observers identify them.
HANDOUTS 12-14, Observation Guides	Arrange chairs so that role players sit in inner circle with observers facing the players to be observed. Observation will be more accurate if each observer is assigned no more than three players to observe, with one observation guide. Be sure that observers understand how to recognize the skills for which they are observing. Allow the role play experience to run long enough for a number of issues to surface. Players will probably not have time to get out all issues, and that is OK because it will help to demonstrate how it happens that most role groups seem to have hidden agendas.
Newsprint, pens & tape	First, let the players try to guess what the concerns and issues were for each player. Ask someone to list these on newsprint as they are named. Allow discussion to run spontaneously if time allows, but be sure that most of the issues (and hidden agendas) are listed.

SKILLS FOR FACILITATING AND LINKING

ACTIVITY	TIME	RATIONALE
6. Observer's report and discussion of observation	15 minutes	To introduce the ideas of task maintenance and self roles and their effects on the work of a group
7. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
8. Administer LIFO instruments	30 minutes	To gather data for clarifying individual strengths
9. Data Collection	2 minutes	To gather feedback on how participants perceive the training experience

SKILLS FOR FACILITATING AND LINKING

MATERIALS

INSTRUCTIONAL STRATEGY

HANDOUTS 12-14

Newsprint, pens & tape

Give everyone a copy of the observer's guides and ask the observers to report. Discussion should be aimed at clarifying the effects of group roles on task accomplishment. Try to bring out how players felt and why they responded as they did, etc. List on newsprint skills which have been helpful in promoting conflict resolution and problem solving.

HANDOUT 1, Schedule & Objectives and Overview

Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if the participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.

LIFO instruments

HANDOUT 15, Butterfly Handouts

Give out the LIFO and explain that this is an instrument which will help to give them insight into the leadership strengths and, perhaps, increase their understanding of why they chose to play their role the way they did. Show them how to open the instrument and how to record the scores on the "butterfly" handouts. (If a longer discussion period is desired, the filling in of the LIFO can be done ahead of time, before the workshop begins.)

Data Collection forms

As participants finish the LIFO, ask them to respond to the data collection before taking a break.

ANALYSIS OF SKILLS NEEDED FOR FACILITATING AND LINKING:
A ROLE-PLAY EXPERIENCE FOR CHANGE AGENTS

SCHEDULE

<u>Time</u>	<u>Activity</u>
8 minutes	Introduce the session Rationale Study the setting and the role and observer sheet Attach number tags to identify role players
15- 20 minutes	Role play with observation
15 minutes	Debriefing of role play situation
15 minutes	Identification of personal issues, concerns and skills helpful for problem solving, list on newsprint
10 minutes	Closure
30 minutes	Administer LIFO instrument
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

By participating in a role play episode and sharing the impressions of players and observers, participants will:

- (1) identify the personal issues, concerns and problems which are associated with the adoption and implementation of innovations
- (2) list skills which have proven to be helpful in promoting conflict resolution and problem solving

By answering the questions on the LIFO (Life Orientation) instrument, individuals will have taken the first step in diagnosing their own helping skills.

OVERVIEW

Facilitating and linking would be easy if everyone wanted the same thing. Since people are unique, teamwork for problem solving becomes complex. Many of the technical assistance skills for problem solving are the skills which help to clarify issues and concerns and resolve conflicts.

This module begins to explore the skills needed for facilitating and linking. A role play experience provides an opportunity for issues and concerns to be made explicit. The role play process permits conflict points to be specified in a psychologically safe context. Because the role play is "make believe," there is permission to express opinions which might not otherwise be expressed. This provides more comprehensive information for analyzing conflict points and for analyzing the skills needed for dealing with them.

During the role play, players are observed for behaviors which are found in all groups. Debriefing the role-play provides lists of concerns and issues which are sometimes associated with the adoption and implementation of innovations. Debriefing the observation provides lists of behaviors which facilitate and inhibit group problem solving.

After the debriefing, the LIFO instrument will be administered in preparation for its interpretation during the next session.

THE SETTING

Last spring the Brightsville Elementary School faculty participated in a problem-solving project and decided to adopt a new reading program which emphasized the needs of the ethnic minority pupils. They have completed a week-long training program conducted by Dr. Hart from the State University. There has been some discussion between some of the teachers and the principal regarding how, if at all, the training might help the Brightsville faculty with low achieving pupils. The principal has invited the following people to a meeting.

- the curriculum supervisor for the district
- a parent, chairperson of the school's Citizen's Advisory Committee
- Dr. Hart, the university professor who presented the training workshop
- the new director of the Community Action Agency
- the vice-president of the local teachers' union who is a teacher at a nearby elementary school
- a teacher who attended the workshop on multi-cultural education
- the TEC coordinator of the problem-solving project
- the curriculum coordinator of the school

The Brightsville School is a poor, mixed neighborhood. Approximately 35% of the students are Black, 45% are White, 15% are Spanish American, and 5% are Oriental and Native American. In about 20% of the homes, English is a second language, and consequently many of the children did not speak English when they entered Brightsville.

Brightsville had 871 pupils enrolled on the last day of school; at the beginning of the year, the school had 685 students.

The principal will open the meeting and serve as moderator.

ROLE #1

You are the District Curriculum Supervisor

- It is your responsibility to see that the district has a coordinated reading program.
- You sat in on the beginning and the ending of the new reading program training which emphasizes multicultural education.
- The project which brought this program into the district has not coordinated its activities through your office.
- Although the multicultural training workshop seemed sound enough, you are not at all sure that the processes and time used in this diffusion project are worthwhile.
- The school board is getting a lot of pressure to improve the basic skills performance of low achieving pupils.
- The legislature has mandated three hours of instruction per day on basic skills for all children.
- Financial resources in the district are limited.
- There is almost no inservice time available during the school year because the unions have bargained it away.
- There is no substitute pay available, and the norms of the district require a teacher to be in the classroom every day, with personal sickness the only excuse for absence which is well tolerated.

ROLE #2

You are the parent

- You are white, from the middle class, and active in the parent-teacher organization.
- You are concerned about your daughter who is above average in ability but still reading somewhat below grade level.
- You believe that schools do not provide help for the average child; this is why you became active in the school advisory committee.
- You believe that a fully integrated arts program is a vital building block for the basic skills.
- You believe that only white-English should be taught in the primary grades.

ROLE #3

You are Dr. Hart, a university professor of curriculum

- You presented the workshop training just completed.
- You have presented essentially the same workshop in three other places out of state. Each was received enthusiastically.
- You are committed to help the district with multicultural education and are willing to spend time at Brightsville.
- You are worried about how much time working at the school will take.
- You are anxious about being in schools. Each day there seem to be new problems. People keep asking for answers regarding problems about which there is little research.
- You have to publish to survive.
- You want to help, but you have to survive in the university system.

ROLE #4

You are the District Linker for the Diffusion Project

- Your training for this role warned you that values conflicts would be among the toughest problems you would encounter, but it has not provided you with much skill or knowledge for dealing with these problems.
- You have worked hard to become an accepted member of the team and an "insider" both in the district office and in the schools.
- You were careful to follow the prescribed steps for selecting an innovation for adoption, and feel fairly certain that Dr. Hart's expertise is as good as any.
- It has seemed clear to you all along that what the teachers really wanted was multicultural education, not a new reading program.
- You are aware that funding will not be approved for the adoption of unvalidated programs, or for programs other than those in basic skills.
- You are anxious to make the project successful, but are aware of a multitude of diverse, and sometimes conflicting, goals.

ROLE #5

You are a teacher and vice-president of the local teachers' union

- You are a fourth grade teacher at the Forseight Elementary School in the same district as Brightsville School.
- You believe that teachers have a right to say what their inservice programs should and will be.
- The teachers' union was not consulted when it was decided that a week-long workshop on multicultural education would be held.
- You believe that teachers should not be expected to work beyond the school day without extra compensation.
- You believe that inservice should be held during regular duty hours.
- You are convinced that the school board and administration are only interested in the scores on the pupil state assessments.

ROLE #6

You are the new director of the Community Action Agency

- You are Black and have been successful in getting acquainted with several Black parents. They are your supporters and they insist that you back their ideas.
- Their ideas are essentially this: You can't put all kinds of kids in the same room and teach them all the same way.
- You believe that the school should recognize and appreciate differences, and should capitalize on them.
- You believe that the school should build self-concept, recognize and encourage a child's pride in his/her own color, origins, and culture.
- You intend to press for a fully integrated program of multicultural education, not merely a fragmented program consisting of only a few ideas, or involving a single teacher.

ROLE #7

You are a teacher who attended the workshop

- You were in favor of adopting a new reading program which addresses the needs of the ethnic minority pupils; that is why you made personal sacrifices in order to participate in the training
- You are not sure if it is wise to go ahead with the program now. The program presented by Dr. Hart is not very practical, and you don't know how to implement it. You didn't get from the workshop what you thought you would get.
- You don't see how multicultural education, as talked about by Dr. Hart, will help with the achievement test scores.
- You believe that teachers need released time during the year to get practical training, if it's available anywhere.

ROLE #8

You are the curriculum coordinator at Brightsville and attended the workshop.

- You support the need for multicultural education.
- You are skeptical that a training program developed for another time and place will help this situation, here and now. It has been your experience that most needs are situation-specific.
- You believe that some of the central ideas of Dr. Hart's program could be adapted to fit into the existing curriculum. You are aware that many teachers have not yet been trained sufficiently to do this alone.
- Given the youth and inexperience of some of the faculty, and the amount of adapting needed, you feel compelled to push for one-to-one hands-on assistance for each teacher individually.
- You hate to see the teachers miss a regular school day. Little real teaching takes place when they are absent, and Brightsville's pupils need all the help they can get.

ROLE #9

You are the principal

- You are generally in favor of what teachers want. You feel you have a good faculty. If they say they want a certain kind of program, you try your best to get it.
- You try to provide a good place for children and teachers to work together.
- You try to avoid open conflict, especially conflict which winds up on the superintendent's desk or in the local newspaper.
- You appreciate a peaceful school.
- You would like to see the achievement scores raised considerably; everyone feels basic skills are important.
- You are not convinced in your own mind that multicultural education will either (1) raise achievement scores, or (2) reduce controversy.
- You are always anxious to see that your teachers are not imposed on, particularly when large numbers are inexperienced, as they are at the present time.

OBSERVER'S GUIDE #1
Group Role Rating Sheet

	#1	#2	#3	#4	#5	#6	#7	#8	#9
TASK ROLES:									
Contributing									
Clarifying									
Expediting									
Summarizing									
Consensus Testing									
MAINTENANCE ROLES:									
Supporting									
Mediating									
Gatekeeping									
Process Observation									
PERSONAL ROLES:									
Dominating									
Clowning									
Blocking									
Withdrawing									
Nit-picking									
Topic Jumping									

ROLE CATEGORIES

The three major role categories listed below can be found in every group situation. Study them carefully and be prepared to identify them in an actual group setting.

CONCERN FOR GROUP PROBLEM SOLVING

TASK ROLES

1. Informing, contributing: Providing new data or offering opinions and feelings aimed at problem solving.
2. Clarifying: Restating, reflecting, or otherwise making clearer the contribution of another, without stating one's own position.
3. Expediting: Suggesting specific strategies to keep the group moving forward and avoiding distracting tangents. Initiating major tasks and sub-tasks.
4. Summarizing, synthesizing: Gathering together or correlating information or opinions from several members of the groups. (May be aided by note taking, especially on chart paper for all to see.)
5. Consensus testing: Checking with the group to determine whether a perceived agreement or state of progress really exists. Includes evaluating.

CONCERN FOR OTHER GROUP MEMBERS

MAINTENANCE ROLES

1. Supporting: Indicating affirmation of another member, either by backing an opinion, affirming information, or praising a behavior.
2. Mediating, harmonizing: Attempting to smooth conflicts among group members either by presenting compromise possibilities or by working to smooth over or avert the encounter itself.
3. Gatekeeping: "Opening the gate" by inviting others into the discussion for the purpose of broadening the base of participation, helping the less verbal to become involved, and assuring that all the resources of the group are used. May also serve to inhibit domination of the group by one or more individuals.

4. Consensus testing: same as above (#5 under Task Roles)
5. Process (method) observation: Perception checking for judgments about how others perceive the group's methods.

CONCERN FOR SELF

SELF ROLES

1. Dominating: Attempting to assert authority, seeking recognition and attention or control. Alighting the views of others, speaking loudly and being argumentative.
 2. Blocking: Rigidly opposing new views, being over critical of group goals, bringing up issues already settled or rejected by the group.
 3. Nit-picking: Magnifying and overemphasizing insignificant details and definitions.
 4. Topic jumping: Enlarging or personalizing minor points at the expense of the major concern of the group. (Dominating, blocking and nit-picking can all be accomplished by topic jumping.)
 5. Withdrawing, clowning: Showing lack of interest and involvement. Acting bored with group work, either by joking or fooling around, or by remaining silent unless asked to participate.
-
1. Self concerns often signal a hidden agenda.
 2. Adequate time spent on group maintenance relieves many self concerns.
 3. Effective groups spend needed time on maintenance roles.

OBSERVER'S GUIDE #2

Change Agent Role-Play Experience

During the role-play, observe the players for the communication skills.
When a player remembers to use a skill, make a tally mark in the appropriate
box under that player's number.

	1	2	3	4	5	6	7	8	9
Paraphrasing	☐	☐	☐	☐	☐	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9
Describing Feelings	☐	☐	☐	☐	☐	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9
Perception Checking	☐	☐	☐	☐	☐	☐	☐	☐	☐

OBSERVER'S GUIDE #3

Change Agent Role-Play Experience

What kinds of facilitating or blocking behavior did you observe?

VERBAL:

Player #

Behavior

NON-VERBAL:

(Postures, gestures, use of hands, facial expressions, sounds, etc.)

Player #

Behavior

STRENGTH EXCESS PROFILE

DEFENSIVE CONDITIONS

SUPPORTING-GIVING Excess Signals

Self-denying
Impractical
Self-depreciating
Gullible
Obligated
Paternal
Passive
Overcommitted
Perfectionistic
Easily Influenced

CONTROLLING-TAKING Excess Signals

Domineering
Impulsive
Arrogant
Drops old ways
Distorts
Coercive
Contentious
Gambler
High-pressures
Impatience

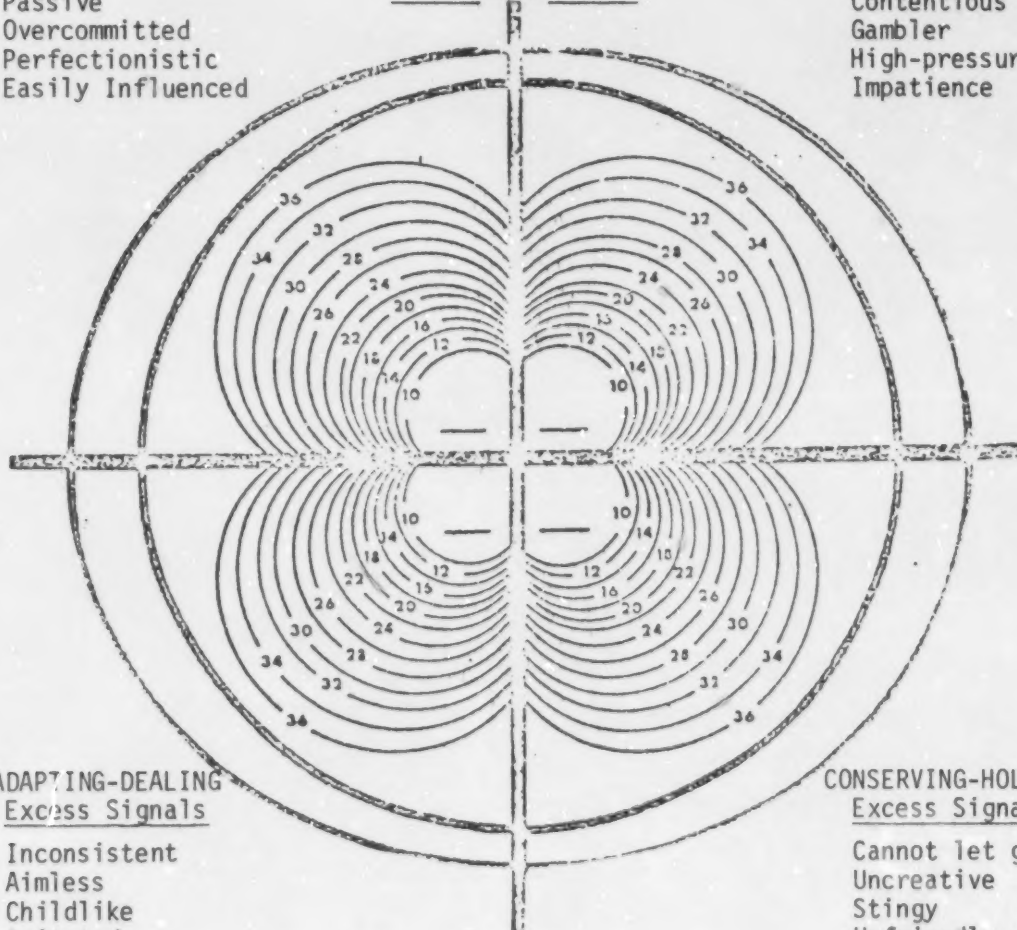
-SCORES RANK

SP/GV

CT/TK

CS/HD

AD/DL



ADAPTING-DEALING Excess Signals

Inconsistent
Aimless
Childlike
Agitated
Over-agreeable
Without Conviction
Manipulative
Over-compromising
Melodramatic
Unrealistic

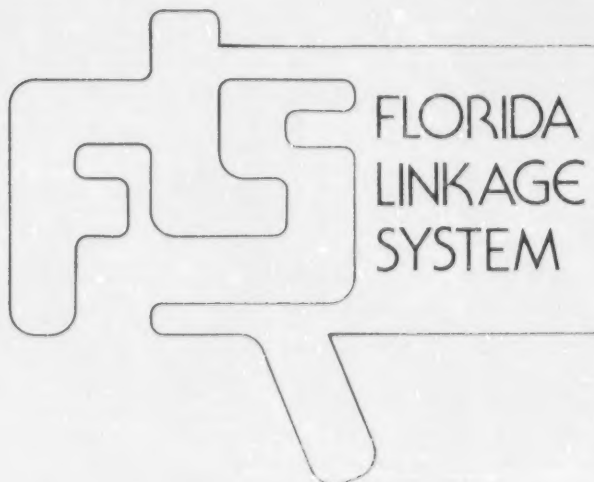
CONSERVING-HOLDING Excess Signals

Cannot let go
Uncreative
Stingy
Unfriendly
Data-bound
Stubborn
Elaborate
Plodding
Nit-picking
Critical

• UNDER STRESS
• IN CONFLICT

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 9: INDIVIDUALIZING
STRENGTHS IN GROUPS (LIFO)
Set VI**



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:-

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

June 1978

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Secretary of State
1978

INDIVIDUAL STRENGTHS IN GROUPS (LIFO)

INDIVIDUAL STRENGTHS IN GROUPS (LIFO)

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
2. Interpret the LIFO Instrument	18 minutes	To focus on the particular strengths of each individual
3. Clarify LIFO theory	10 minutes	To gather data on the group's understanding of the LIFO theory

INDIVIDUAL STRENGTHS IN GROUPS (LIFO)

ACTIVITY	TIME	RATIONALE
4. Ongoing groups or teams meet	2 minutes	To group people in groups who will continue to work together after the training
5. Develop team profile of strengths	10 minutes	To show the strengths of the group
6. Groups decide what strengths need to be emphasized by group and by individuals	10 minutes	To provide feedback for developing personal growth plans
7. Select group role for development	5 minutes	To relate the LIFO materials to the roles individuals assume in groups

INDIVIDUAL STRENGTHS IN GROUPS (LIFO)

MATERIALS

INSTRUCTIONAL STRATEGY

HANDOUT 2, Team
Profiles

If participants are not sitting in teams (grade level, facilitator teams, etc.) who will continue to work together after the training, they should join together now. The trainer should check this step with the workshop planning committee to learn which groups would best be served by working together during this session.

Ask teams to fill out team profiles, H02. Explain the difficulties that a group can have if all strengths are not sufficiently represented, or if there is "too much of a good thing," as when the same style is preferred by several group members.

MODULE 8, H015
Strength Development
Profile

Ask participants to circle descriptors of self on Strength Development Profile (MODULE 8, H015) that they identify with, then ask other team members to circle descriptors which fit them. Then, ask individuals to choose strengths they would like to develop. Next, have teammates check plans: If individuals develop the desired new strengths, will the team be strengthened in ways that are needed? Tell them to check the total score and average score of the team to see where strength needs to be added to the team.

HANDOUT 3, Role
Categories

Now ask participants to review H03, Role Categories, and select several role categories that are easy for their style, and several which are not so easy. Each member of the team should select one or two group roles he/she wishes to develop and add this to the last column on H02.

INDIVIDUAL STRENGTHS IN GROUPS (LIFO)

ACTIVITY	TIME	RATIONALE
8. Teams plan for development of strengths and roles	20 minutes	To give individuals time to tell teammates about desired changes and to develop plans for helping each other
9. Mention checklist	10 minutes	To provide more input on skills needed by school people
10. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
11. Data Collection	2 minutes	To gather formative data about how participants perceive the training

INDIVIDUAL STRENGTHS IN GROUPS (LIFO)

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 4, Influence and Styles	Now tell groups they will have 10 or 12 minutes to make plans for helping one another develop the desired strengths and group roles needed by individuals and by the team as a whole. Move around the room and listen closely enough to be sure groups are on task and not "copping out," but don't linger any place so long that members feel self-conscious. This could be a time for sharing confidences within groups, and outsiders may not be welcome. Also, the presence of outsiders may be used as an excuse to digress from a meaningful, although perhaps difficult, agenda.
HANDOUT 5, Skills Checklist	Call attention to the skills checklist handout for staff development and school problem-solving. Explain that the skills have been made as explicit and specific as possible to help participants check their own needs. Now they should plan for a session together after they have had time to study the checklist alone, so that they can get feedback from teammates about skills they mark "not sure." Ask participants to be candid with one another in sharing checklists. If no one in a group feels that certain skills are sufficiently developed, perhaps the group or some members will arrange for training in that skill. The group can be a training group for one another in developing the needed skills, once those skills are identified and the group is motivated by clear goals.
HANDOUT 1, Schedule & Objectives and Overview <u>Newsprint:</u> "How can this information be used in a school situation?"	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure. Ask groups to share the group response to the question about using this information back home.
Data Collection forms	Remind participants of the data collection before they take a break.

INDIVIDUAL STRENGTHS IN GROUPS (LIFO)

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
30 minutes	Interpret the LIFO Instrument
45 minutes	Process time: Group discussion on implications for teamwork
10 minutes	Skills Checklist
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To focus on the special skills that each individual has
2. To consider how the task and maintenance functions of a group affect its productivity
3. To allow each individual to select specific facilitating skills on which to focus for personal and team development
4. To consider how individual strengths can contribute to teamwork

OVERVIEW

This module is to interpret the LIFO instrument which provides a focus for the special strengths of each individual. The LIFO theory states that there are four leadership styles of behavior which are needed to make groups work together effectively; many people demonstrate a different set of strengths under positive conditions than they do under defensive conditions, and each strength can be carried to excess and then becomes an impediment to effective teamwork. The LIFO helps to identify both the strengths and excesses of individuals and teams, and to plan strategies for more influential teamwork.

The group roles introduced in the last module will be reviewed, also. Persons with certain strengths will find it easier to assume some group roles than others, and may wish to practice the less used skills. The group with members of varying strengths is more balanced than the team in which members are more similar. Teams with members who are very similar should make sure that all the needed skills are available to the group. Since the theory has implications for teamwork, ongoing teams who will work together after the workshop will work together during this session. Teams will be given the opportunity to plan ways to help one another practice the behaviors needed by the team or desired by the individual.

STRENGTH STYLES OF THE TEAM
UNDER PRODUCTIVE AND DEFENSIVE CONDITIONS

Name & Role		CT/TK	SP/GV	CS/HD	AD/DL	Group Role Desired for Growth
	+					
	-					
	+					
	-					
	+					
	-					
	+					
	-					
	+					
	-					
	+					
	-					
	+					
	-					
	+					
	-					
TOTAL SCORE FOR TEAM	+					
	-					
AVERAGE SCORE FOR TEAM	+					
	-					

☐ Primary Style (highest score(s))

+ Productive Style

☐ Back-up Style (second highest score(s))

- Defensive Style

ROLE CATEGORIES

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-
- Self concerns often signal a hidden agenda.
 - Adequate time spent on group maintenance relieves many self concerns.
 - Effective groups spend needed time on maintenance roles.

Adapted from PETC I, NWREL

LIFO® STYLE GUIDE

MODULE 9
HANDOUT 4

COMMUNICATING WITH PEOPLE THROUGH THEIR STYLISTIC PREFERENCES

How To
Communicate with
a Person
According to
Style

How To Be
The Most
Effective Boss
For Each
Style

How To Be The
Most Effective
Employee
To A Boss
Of Each Style

Most Effective
Environment
For Each
Style

Least Effective
Environment
For Each
Style

SUPPORTING/GIVING STYLE	CONTROLLING/TAKING STYLE	CONSERVING/HOLDING STYLE	ADAPTING/DEALING STYLE
• Stress worthwhile causes • Idealistic appeals • Ask for their help • Appeal to excellence • Show concern • Emphasize self-development	• Offer opportunity • Give more responsibility • Challenge • Provide resources to allow for achievement • Give authority	• Present ideas as low risk • Give opportunity to be analytical • Exercise logic, use facts • Use familiarity, routine and structure • Tie new things to old	• Chance to do things with others • Use humorous appeals • Let them know you are pleased • Provide opportunities to be in the spotlight
• Give recognition, trust and appreciation • Mutual goal-setting • Be accessible • Try to share • Be dependable	• Be confident • Provide autonomy • Reward results • Firm boundaries, but appreciate initiative • Listen, but be decisive • Spar on an equal basis	• Be organized • Show purpose • Detail-oriented • Systematic • Objective • Fair • Consistent	• Be friendly • Informative • Helpful feedback • Understanding • Encouraging • Flexible • Sense of humor
• Demonstrate worth • Show loyalty • Be sincere • Team-oriented	• Be responsive • Capable • Independent • Direct	• Be respectful • Conforming • Logical • Pays attention	• Be sociable • Sophisticated • Tactful • Influential
• Respecting • Supportive • Reassuring • Idealistic	• Competitive • Direct • Risk-Taking • Opportunistic	• Unemotional • Factual • Scientific • Practical	• Social • Changing • Youthful • Optimistic
• Betrayal • Personal criticism • Ridicule • Failure • Lack of support	• No resources • Authority countermanded • Responsibility diminished • No challenges • Can't control factors which affect results	• Constantly changing rules and policies • Highly-emotional • Premature decision-making • Failure to be taken seriously	• Critical authority • Unfriendly co-workers • Routines and details • Firm schedules and supervision

For further information concerning the LIFO® Method and instruments please contact: Sunny Waits (213) 653-0672

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Beverly Hills, Ca., 90211

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SKILLS FOR STAFF DEVELOPMENT AND SCHOOL PROBLEM SOLVING

<u>Well-qualified</u>	<u>Less-sufficient</u>	<u>Not Sure</u>	
			A. <u>Facilitating Skills</u>
			I. Problem-Solving Skills
_____	_____	_____	- uses techniques to clarify and classify problems
_____	_____	_____	- uses techniques to identify obstacles that stand in the way of success or goal attainment
_____	_____	_____	- uses techniques to help a group identify criteria for a successful solution to a problem it has
_____	_____	_____	- uses techniques to help a group locate and assess alternative solutions, choose a preferred solution, and modify the solution if necessary, develop an implementation plan, implement the solution, and assess the effect of the solution
_____	_____	_____	- collects information and gathers data to clarify needs and resources
_____	_____	_____	- analyzes information
_____	_____	_____	- prepares a precise written statement to describe a problem according to criteria
			II. Skills in Research and Development Tasks
_____	_____	_____	- assists a group to design a needs assessment strategy
_____	_____	_____	- assists a group to assess the effect of a solution strategy
			III. Communication Skills
_____	_____	_____	- makes appropriate eye contact
_____	_____	_____	- paraphrases
_____	_____	_____	- summarizes
_____	_____	_____	- checks perceptions
_____	_____	_____	- describes feelings
_____	_____	_____	- gives non-evaluative feedback
_____	_____	_____	- is perceived as non-threatening
_____	_____	_____	- uses a common vocabulary
_____	_____	_____	- is not abrasive in use of power
_____	_____	_____	- deals with conflict and frustration in non-punitive ways
_____	_____	_____	- reads and responds to basic non-verbal messages such as boredom, non-attentiveness, frustration and excitement
_____	_____	_____	- develops rapport
_____	_____	_____	- prepares precise and clearly phrased statements, both written and oral
_____	_____	_____	- makes oral presentations before groups

Well-qualified
Less-sufficient
Not Sure

IV. Skills in Developing Helping Relationships

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | - offers advice when asked |
| _____ | _____ | _____ | - withholds advice and feedback until receiver demonstrates readiness to hear it |
| _____ | _____ | _____ | - shares descriptive (not evaluative) observations |
| _____ | _____ | _____ | - sticks to the topic defined by the helpee |
| _____ | _____ | _____ | - asks questions which encourage the sharing of relevant data |
| _____ | _____ | _____ | - asks questions which generate alternatives |
| _____ | _____ | _____ | - shares relevant experiences |

V. Group Maintenance Skills

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | - suggests ways for group members to become acquainted comfortably |
| _____ | _____ | _____ | - helps group members build trust in one another |
| _____ | _____ | _____ | - uses techniques to help a group recognize and develop its identity |
| _____ | _____ | _____ | - uses techniques to help group members communicate effectively |
| _____ | _____ | _____ | - uses techniques to help groups surface conflict, determine its source, and deal with it positively |
| _____ | _____ | _____ | - encourages informality, humor and openness in conversations |
| _____ | _____ | _____ | - uses techniques to diagnose group needs so as to know when and how to intervene in the proceedings and influence agenda building, to provide focus for the completion of the group's agenda |
| _____ | _____ | _____ | - uses techniques for locating and allocating resources |
| _____ | _____ | _____ | - assures that ideas and decisions of the group are recorded |

VI. Organizational Development Skills

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | - uses techniques to locate and describe formal and informal communication networks |
| _____ | _____ | _____ | - identifies "factions" that operate in the community and school and identifies credible representatives of each faction |

VII. Collaboration Skills

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | - helps groups assess which other groups are affected |
| _____ | _____ | _____ | - helps identify critical linkages to other groups |
| _____ | _____ | _____ | - designs procedures which help groups identify common goals |
| _____ | _____ | _____ | - suggests rules of order or procedures which assure participants equitable power in decision making |
| _____ | _____ | _____ | - uses techniques to develop a climate which encourages participants to exercise a commitment to cooperation |
| _____ | _____ | _____ | - models interpersonal supportive behaviors which encourage openness and trust, and enables participants to be open to the influence of others |

Well-qualified

Less-sufficient

Not Sure

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- develops group norms and procedures which encourage continuing innovation
- designs procedures for designating role assignments and responsibilities which are clear and acceptable to all participants
- develops an implementation plan which allows participants to make day-to-day decisions independently
- designs strategies for identifying resources and/or for using them in new ways
- identifies issues which arise in relation to collaboration

Examples:

- How can community involvement be achieved?
- What are the group norms for effective collaboration, and what type of contact with participants will promote their development?
- How can the real leaders be identified?
- What accountability procedure will validate the representativeness of participants from unorganized, unstable groups such as students and citizens?

- develops procedures for collecting data and monitoring the collaborative process
- recognizes when the need arises for renewal or re-focus of goal commitment, and designs means to achieve agreements to change goals or priorities
- recognizes the need for re-clarification of roles when responsibilities are shifted
- develops strategies for communicating progress to supporters and prospective supporters
- develops procedures which coordinate overall efforts

VIII. Skills in Recognizing Group Norms

_____	_____	_____
_____	_____	_____
_____	_____	_____

- uses techniques for observing patterns of transactions
- recognizes deviations from the common culture
- adapts norms of behavior which are appropriate for a particular subculture

IX. Team Building Skills

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- uses techniques to determine their own and teammates' skills
- uses techniques to negotiate tasks
- provides constructive feedback
- uses techniques for observing teammates' performances
- exhibits behavior that is supportive
- exhibits behavior that is indicative of trust

Well-qualified

Less-sufficient

Not Sure

B. Linking Skills

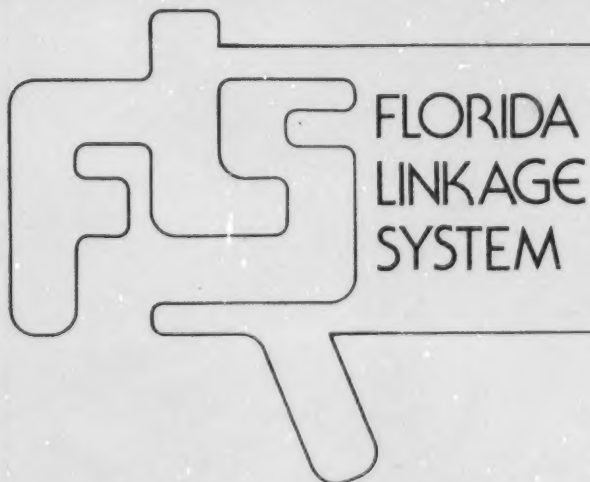
___	___	___
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___	___	___
___	___	___
___	___	___
___	___	___

- uses facilitating skills
- uses diagnostic techniques
- understands the client's frame of reference
- gives expert knowledge about research and development methods, products and outcomes
- uses problem-solving skills
- suggests alternatives about what a client might do, and how to do it
- develops connections between people and resources
- translates a problem statement into a search request form
- uses techniques for matching problems and solutions
- identifies the connecting points between systems and subsystems
- uses processes of active interdependence

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 10: CONCEPTS AND
SKILLS OF FEEDBACK**

Set VI



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

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FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

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CONCEPTS AND SKILLS OF FEEDBACK

THE CONCEPT OF FEEDBACK

ACTIVITY	TIME	RATIONALE
1. Receive overview of the unit	2 min.	CAUTION: This unit on The Concept of Feedback should be USED ONLY BY PERSONS WHO HAVE WORKED TOGETHER IN TRIOS IN SEVERAL PREVIOUS SESSIONS. There are two main reasons for this procedure. First, this exercise calls for trio members to share reactions they have had to each other during previous sessions. The second reason is based on the assumption that individuals may find the sharing of reactions threatening. To the extent that basic communication skills have been increased during earlier sessions together, trio members will have increased probability of a constructive experience.
2. <u>Individuals</u> : Read theory paper Handout 2, The Concept of Feedback	10 min.	Giving and receiving feedback is a potentially threatening activity. It is assumed that opening this session with the theory input which places feedback in the context of helpfulness will reduce inhibiting anxieties.
3. <u>Individuals</u> : Complete Handout 3, Feedback Reactions	15 min.	This instruction follows a general guideline in skills training of giving advance warning each time participants are asked to share something they have written.

THE CONCEPT OF FEEDBACK

MODULE 10 (p. 1b)

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview Newsprint, pens & tape	Present the schedule of steps on newsprint.
HANDOUT 2, The Concept of Feedback	Ask participants to read Handout 2, <u>The Concept of Feedback</u> , which describes the focus of this unit.
HANDOUT 3, Feedback Reactions	Announce that trios will do an exercise in giving and receiving feedback. Ask individuals to complete Handout 3, which will be used in the exercise.

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THE CONCEPT OF FEEDBACK

ACTIVITY	TIME	RATIONALE
7. Determine who shall have each role	2 min.	Skills need to be practiced and roles changed for maximum utilization
8. Practice giving and receiving feedback	8 min.	To continue skill practice
9. Practice giving feedback through the role of an observer	8 min.	To clarify and reinforce the skills
10. Allow group members to determine which roles they should practice	2 min.	To change roles and continue skill practice
11. Practice giving and receiving feedback	8 min.	To continue skill practice
12. Practice giving feedback through the role of an observer	8 min.	To clarify and reinforce the skills
13. Review Handout 2, The Concept of Feedback	4 min.	This is a final reinforcement of the cognitive learnings of this session

THE CONCEPT OF FEEDBACK

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 6	Interrupt the trios to ask them to switch roles of giver, receiver and observer for Round II. Ask new observers to meet with you. Distribute Handout 6 with their instructions. When all observers have rejoined their trios, begin Round II of giver and receiver interaction. Interrupt and read Handout 6 aloud. Ask the observers to report to their trios and then discuss the report with the trio.
HANDOUT 7	Interrupt to ask for a final switch of roles. Each trio member should take the role he has not yet had. Ask observers to meet with you. Distribute Handout 7 with their instructions. When all observers have rejoined their trios, begin Round III of giver and receiver interaction. Interrupt and read Handout 7 aloud. Ask the observers to report to their trios and then discuss the report with the trio. Emphasize that they have completed half of the interactions that are possible within the trio. The other half can be done outside the formal workshop now that participants understand the procedures. Have the participants look at Handout 2 again as a review of the session. Trios should use each other as resources in understanding concept of feedback.

THE CONCEPT OF FEEDBACK

ACTIVITY	TIME	RATIONALE
14. Mention Handout 8 Answer Sheet	1 minute	
15. Complete the packet of materials for each participant	1 minute	
16. Review the Feedback Concepts on Handout 8	3 minutes	To reinforce accurate answers about major points of cognitive learning in the unit
17. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
18. Data Collection	2 minutes	To gather feedback about how the participants view the training experience

THE CONCEPT OF FEEDBACK

MATERIALS

HANDOUT 8, Answer Sheet

HANDOUTS 5-7
General Distribution

HANDOUT 1, Schedule &
Objectives and Overview

Data Collection forms

INSTRUCTIONAL STRATEGY

Be sure each workshop participant now receives a copy of Handouts 5-7.

Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.

Remind participants to fill out the data collection forms.

CONCEPTS AND SKILLS OF FEEDBACK

SCHEDULE

<u>Time</u>	<u>Activity</u>
2 minutes	Receive overview of the unit
10 minutes	<u>Individuals:</u> Read theory paper Handout 2, The Concept of Feedback
15 minutes	<u>Individuals:</u> Complete Handout 3, Feedback Reactions
57 minutes	<u>Trio Round Robin</u> (three rounds): a. Practice giving and receiving feedback b. Practice observer skills
4 minutes	Review Handout 2, The Concept of Feedback
5 minutes	Review Handout 8, Answer Sheet
10 minutes	Closure
<u>2 minutes</u>	Data Collection
105 minutes	

OBJECTIVES

1. To begin developing a regular norm and organizational process for sharing feelings, ideas, concerns and resources
2. To practice giving and receiving feedback according to guidelines for improving interpersonal communications

OVERVIEW

This module presents the skills and concept of feedback. Participants will read a theory paper and then practice developing feedback according to guidelines which make the feedback more useful. Next, the skills are practiced in a trio round robin.

Feedback and correction is an essential step in learning, and a frequent and regular part of school activities. Teachers are well aware that pupils need feedback in order to grow. Yet, some schools do not have a norm of sharing feedback at all levels of the organization. The results are that people may work together for many years without discovering the feelings, ideas, concerns and resources of their co-workers.

Such conditions may partly be due to a lack of understanding of the procedures for giving feedback in ways which do not make the recipient feel defensive. Guidelines provided here are intended to increase interpersonal communications skills.

This activity is to encourage faculties to develop a regular norm of sharing feelings, ideas and concerns by giving feedback in ways which are helpful.

THE CONCEPT OF FEEDBACK

Bats flying blindfolded through a maze of tightly stretched piano wires and blindfolded porpoises avoiding obstacles while swimming at top speed share an important phenomenon--both are sending out sound waves which bounce off surrounding objects. The reflected sound's return to the animals and are interpreted almost instantaneously to give them an accurate picture of their surroundings. Thus, the animals "see" by listening to the responses from messages they have sent. These returning messages are called "feedback."

Although electronic scientists used the principle of feedback to develop radar, they had to overcome many difficult problems. They had to be sure outgoing signals would scan all possible relevant objects; they had to be sure that the returning feedback signals were heard -- were accurately understood -- and that the most important ones were sorted out from the many feedback messages being received.

The concept of feedback can be applied to interpersonal communications. Through our behaviors, each of us sends many messages to those around us. When someone shares her reaction to one of those messages, she is giving us feedback. The purpose of giving feedback to another is to increase shared understanding about behavior, feelings and motivations; to help develop a growth relationship. When we give feedback, we should describe the behaviors we have observed as well as share our reactions; otherwise, the receiver has only a reaction and no understanding of the basis for it. Also, the giver of feedback is more helpful to the receiver if she describes specific perceptions and reactions.

A receiver of feedback must listen to the feedback and understand it correctly. Here we can put to use our skills of paraphrasing and perception check. It is also appropriate to ask for feedback about specific behaviors. For example, I may wonder what your reactions have been to my silence during group conversations; I have a concern about your reactions because I would like to know you better. Asking you for feedback will do two things: give me your reaction to my silence and help build trust and openness between us. Thus, feedback can clarify perceptions and help us see ourselves as others see us. It helps us to know the specific reactions that different individuals have to our behavior. Then we can better match our behaviors with our intentions. We also can more accurately match our verbal and nonverbal behaviors.

The Joe-Harry Window* and Feedback

The situation between you and any other specific person is illustrated by the following diagram, known as the Joe-Harry Window.

Things About Myself That I --

		Know	Do Not Know
Things About Myself the Other Person:	Knows	OPEN Common knowledge	BLIND Actually do not recognize
	Does Not Know	HIDDEN I avoid revealing or choose not to share	UNKNOWN Neither of us recog- nizes; unconscious potential

As feedback is given and received, the "blind" and "hidden" areas become smaller while the "open" area increases in size. It is not meant to be implied here that a person should be completely or indiscriminately open. There are things about each of us that are not relevant to the helping relationships we have with others. As those things that are relevant are shared, and as they are found to be helpful, a trust develops that allows us to explore and discover new abilities in our area of unknown potential.

*Adapted from "The Johari Window: A Graphic Model of Awareness in Interpersonal Relations" in Group Processes by Joseph Luft. Palo Alto, California: The National Press, 1963, 2nd ed., 1970, pp. 11-15.

Factors Affecting Feedback

The giving and receiving of feedback is influenced by factors within the giver, the receiver and the organizations in which they work. First, factors within the giver allow the sharing of some reactions and holding back on others. These include values and ideologies, assumptions about how the receiver might react to the feedback, experiences with openness, trust level and willingness to take risks.

Second, factors within the receiver influence what feedback is really heard and what is screened out. They include values and ideologies, the image of self and strength of the need to maintain it, assumptions about the giver's intentions in sharing, and the receiver's norms of openness, trust and willingness to take risks.

Third, organizational factors affect the giving and receiving of feedback. They include the degree of formality and informality in procedures, the amount of time available to build growth relationships, as well as roles, building layout, and norms of openness and sharing within the organization.

Facilitating Feedback

Awareness and use of guidelines for giving and receiving feedback can be a major help in facilitating constructive exchanges. Note that these are only guidelines, not hard and fast rules. There are undoubtedly situations for each guideline that call for exceptions.

Guidelines for GIVING Feedback

1. **READINESS OF THE RECEIVER**
Give the feedback only when there are clear indications the receiver is ready to listen to it. If not ready, the receiver will be apt not to hear it or to misinterpret it.
2. **DESCRIPTIVE, NOT INTERPRETIVE**
Giving feedback should be like acting as a "candid camera." It is a clear report of the facts, rather than your ideas about why things happened or what was meant by them. It is up to the receiver to consider the whys or the meanings or to invite the feedback-giver to do this considering with him.
3. **RECENT HAPPENINGS**
The closer the feedback is given to the time the event took place, the better. When feedback is given immediately, the receiver is most apt to be clear on exactly what is meant. The feelings associated with the event still exist so that this, too, can be part of understanding what the feedback means.
4. **APPROPRIATE TIMES**
Feedback should be given when there is a good chance it can be used helpfully. It may not be helpful if the receiver feels there is currently other work that demands more attention. Or, critical feedback in front of others may be seen as damaging rather than helpful.
5. **NEW THINGS**
There is a tendency in giving feedback to say only the obvious. Consider whether you really have new information for the receiver. Many times, the thing which may be most helpful is not simply reporting what you saw the receiver doing, but rather expressing the way it caused you to feel or stating the situation you felt it put you in.
6. **CHANGEABLE THINGS**
Feedback should be about things which can be changed if the receiver chooses to do so.

7. NOT DEMAND A CHANGE

The concept of feedback should not be confused with requesting a person to change. The receiver can consider whether he wishes to attempt a change on the basis of new information. You may wish to include that you would like to see certain changes, but it is not apt to be helpful to say, in effect, "I have told you what's wrong with you, now change!"

8. NOT AN OVERLOAD

When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the receiver, "I just happen to have a list of reactions here and if you'll settle back for a few hours I'll read them off to you." The receiver may prefer time to consider each item.

9. GIVEN TO BE HELPFUL

You should always consider your own reasons for giving your reactions. Are you trying to be helpful to the receiver? Or, are you unloading some of your own feelings or using the occasion to try to get the receiver to do something that would be helpful for you? For example, if you are angry at the other and wish to express it, say so, but include a description of the behaviors that caused the anger.

10. GIVER SHARES SOMETHING

Giving feedback can become "one-upsmanship." The receiver goes away feeling as though he's "not as good" as the giver, because it was his potential for improvement that was focused upon. The giver may see himself as having given a lecture from the lofty pinnacle of an imaginary state of perfection. The exchange often can be kept in better balance by the giver including some of his own feelings and concerns.

11. IS SPECIFIC, NOT GENERAL

Use quotes and give examples of what you are referring to.

Guidelines for RECEIVING Feedback

1. STATE WHAT YOU WANT FEEDBACK ABOUT

Help the giver provide useful reactions by asking for feedback about specific things.

2. CHECK WHAT YOU HAVE HEARD

Use paraphrasing to be sure you understand the giver's message. Because the topic is your own behavior, you may tend to move toward thinking about the meaning of the feedback before you are sure you are hearing what was intended.

3. SHARE YOUR REACTIONS TO THE FEEDBACK

As your own feelings become involved, you may forget to share your reactions to the feedback you have received. Knowing what was and was not helpful assists the giver in improving his skills at giving useful feedback. If he is uncertain about your reactions, he may be less apt to risk sharing in the future.

FEEDBACK REACTIONS

You probably have had many reactions to the other two members of your trio. They also have had reactions to you which you may wish to know about. Write on this handout those behaviors and reactions which you believe could be most helpful to explore together. You will be sharing these in your trio.

GIVING FEEDBACK: Behaviors I Have Seen and Reactions I Have Had But Have Not Shared

First trio member's name _____

Describe Behaviors _____ ➔ My Reaction to Behaviors

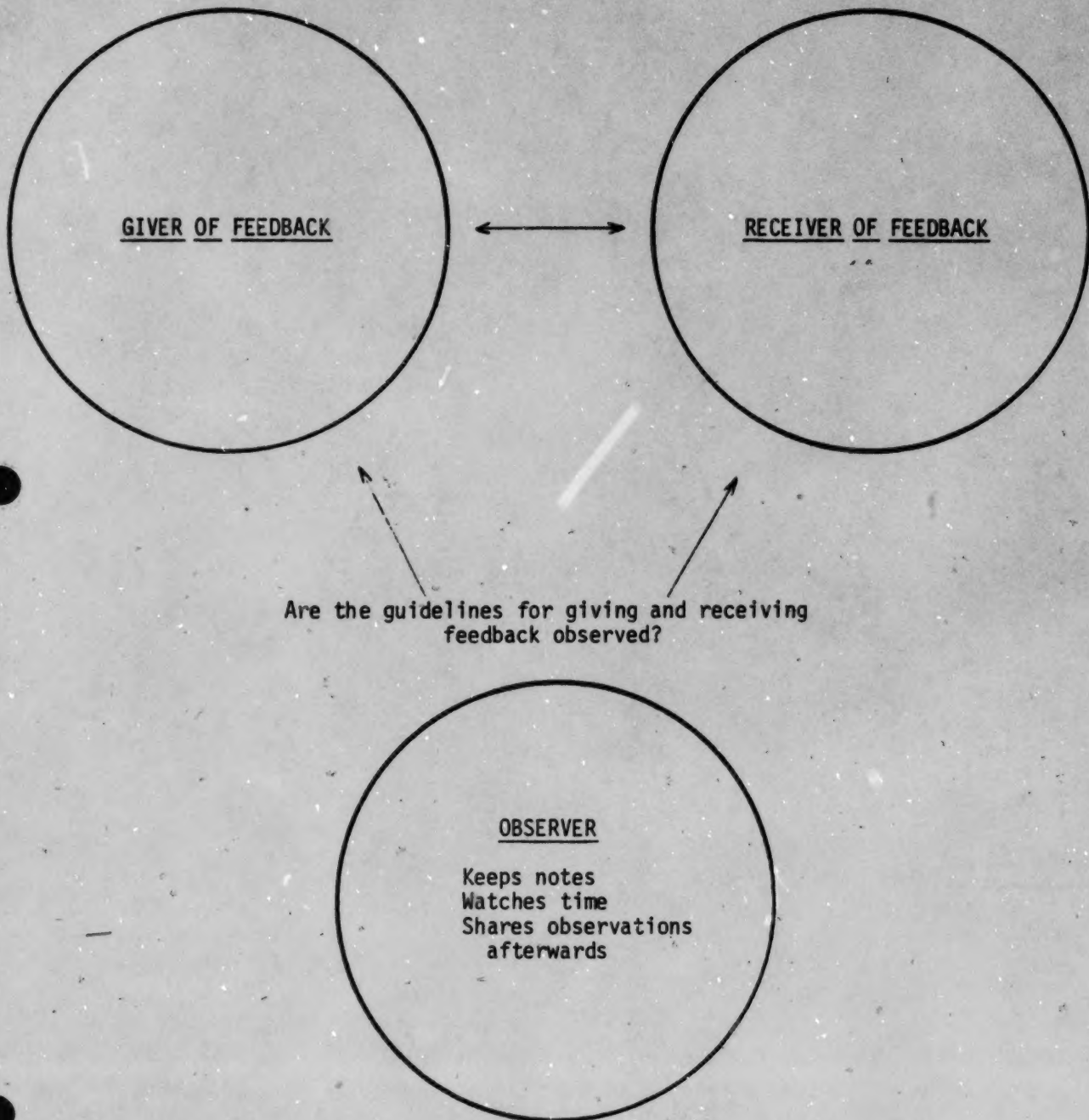
Second trio member's name _____

Describe Behaviors _____ ➔ My Reaction to Behaviors

RECEIVING FEEDBACK: Behaviors of Mine That I Would Like to Hear Reactions To

My Behaviors _____ ➔ Reactions Shared by Giver

TRIO ROUND ROBIN



OBSERVER DIRECTIONS
Round I

MODULE 10
HANDOUT 5

Watch the giver of feedback. Watch for the first five guidelines as described in the handout, "The Concept of Feedback." These are:

1. Readiness of the Receiver
2. Descriptive Not Interpretive
3. Recent Happenings
4. Appropriate Times
5. New Things

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate what the giver did or didn't do about the five guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

OBSERVER DIRECTIONS
Round II

MODULE 10
HANDOUT 6

Watch the giver of feedback. Watch for the guidelines six through ten as described in the handout, "The Concept of Feedback." These are:

6. Changeable Things
7. Not Demand A Change
8. Not An Overload
9. Given To Be Helpful
10. Giver Shares Something

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate what the giver did or didn't do about the five guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

OBSERVER DIRECTIONS
Round III

MODULE 10
HANDOUT 7

Watch the receiver of feedback. Watch for the three guidelines for receiving as described in the handout, "The Concept of Feedback." These are:

1. State What You Want Feedback About
2. Check What You Have Heard
3. Share Your Reactions To The Feedback

When reporting your observations, you will want to be as specific and objective as possible--like a replay of a candid camera. Take notes on things you hear or see which illustrate what the receiver did or didn't do about the three guidelines you are watching for.

DO NOT SHOW THIS FORM TO OTHER TRIO MEMBERS

407-A

1. Check one answer for the following statement.

Feedback in interpersonal communications is defined as occurring when one person:

- ☐ Describes the behavior of another
- ☐ Interprets the meaning of the other's behavior to him
- ☒ Shares his reaction to the behavior of another
- ☐ Paraphrases another's remark
- ☐ Evaluates the other's behaviors

2. Ten guidelines are suggested for giving feedback. Three of these guidelines are included in the following list. Check the three which are correct guidelines.

- ☒ Readiness of the other to receive
- ☐ Describes giver's feelings about other
- ☐ Seeking change in the other
- ☒ About things that can be changed
- ☐ Summarizes past behavior
- ☒ Given at an appropriate time
- ☐ Demands a response
- ☐ Doesn't concern the giver

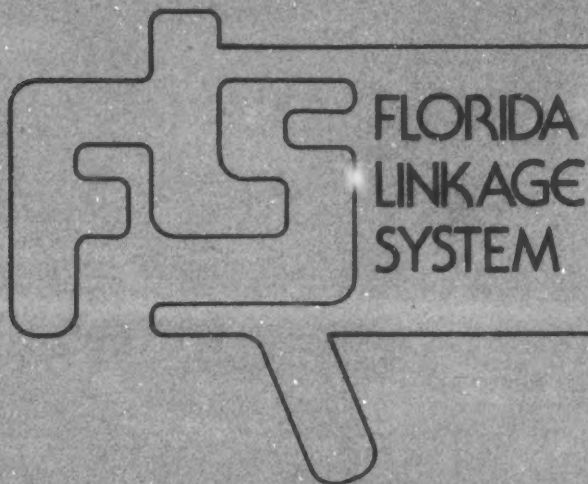
3. Three guidelines are suggested for receiving feedback. Check the one included in the following list.

- ☐ Check the understanding of the giver
- ☒ Share your reaction to the feedback
- ☐ Tell the giver what you intend to do about what he has told you

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

Module 11: PRIORITIZING GOALS

Set VII



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
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PRIORITIZING GOALS

PRIORITIZING GOALS

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
2. Devise individual order of 7 priority goals	15 minutes	To enable participants to compare one problem to another in order to establish order of priorities.
3. Trios agree on order of priorities	20 minutes	When priorities are decided in small groups, there is more air-time per person.
4. Trios join to form sextets and agree on order of priorities	15 minutes	Two lists can usually be consolidated fairly quickly using consensus decision making.
5. Individuals read HANDOUT 3, Brainstorming Guidelines	5 minutes	To provide training in producing a multitude of alternatives.

PRIORITIZING GOALS

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview List of School Goals, (if available)	Review schedule and objectives for the session. Groups need to have a list of goals to start with. If they do not have one, it could be brainstormed quickly as Step 1. (See Steps 5 and 6.) The central purpose of the module is concerned with learning how to prioritize goals. If more time is needed to accomplish this objective, less time can be used for Steps 5 and 6.
HANDOUT 2, one copy of Scale #2 for each participant. Newsprint example of Scale #2	Introduce Prioritizing Scale #2. Do examples of how numerical scale (#2) works: Direct participants to individually use Scale #2 to arrive at numerical order of 7 priority goals.
Individual lists of priorities	Ask individuals to form trios and take 20 minutes to come to consensus on the order of the group's priorities.
Two lists of priorities on newsprint	Ask two trios to combine and repeat the process. If there is a need for the entire group to come to consensus, the group size can be doubled every ten or fifteen minutes until a single list has been agreed to. This process can be repeated as many times as necessary in order to develop consensus on a single list which the entire group can agree to. Trainer should tell groups how much time remains every five minutes.
HANDOUT 3, Brainstorming Guidelines	Suggest participants read the brainstorming guidelines.

PRIORITIZING GOALS

ACTIVITY	TIME	RATIONALE
6. Teams brainstorm for 5 minutes in First Phase to produce strategies	5 minutes	To practice the skill of brainstorming and to produce alternative strategies.
7. Teams brainstorm applying guidelines for Second Phase	25 minutes	To practice the skill of refining and categorizing strategies.
8. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
9. Data Collection	2 minutes	To gather data about how participants view the training so far

PRIORITIZING GOALS

MATERIALS	INSTRUCTIONAL STRATEGY
Newsprint, pens & tape	The school has likely produced two different types of goals. The first type may be goals related to instructional problems, and the second type related to organizational problems. You may wish to suggest that the two types be sorted and separated. Instructional problems are more readily attacked through linking, while the organizational problems will more likely be solved through the faculty's own efforts. If this is the case, it will help to sort the two sets of goals and brainstorm them separately. The purpose of brainstorming is to produce a multitude of alternative ideas about strategies for reaching the goals. Review Phase 2 on the Brainstorming Guidelines and ask participants to use the remaining time to come up with realistic strategies.
HANDOUT 1, Schedule, Objectives & Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to fill in data collection forms.

PRIORITIZING GOALS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
15 minutes	Prioritizing Scale #2 (work alone)
20 minutes	Individuals share rationales for priorities and agree in trios
15 minutes	Trios combine. Sextets agree to order of priorities.
10 minutes	Teams brainstorm strategies for achieving goals
25 minutes	Teams select strategies
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To develop goals
2. To practice systematic prioritizing
3. To begin selecting strategies

OVERVIEW

The purpose of this module is to practice techniques for prioritizing goals and developing consensus on goals. Each team should have a list of school goals to start with. If there is not one available, the group can brainstorm a list. Then, individuals work alone to develop priorities and rationales to support their choices. When they have finished, the trios combine and agree on a single list of priorities.

With the remaining time, participants are to review the skill of brainstorming and begin to develop a list of alternative strategies for achieving the goals. Critical judgement, which is essential to prioritizing, is practiced when teams select and refine strategies. The outcomes of the session are the process skills and techniques for prioritizing, and the production of a set of priorities and strategies.

1. Total the scores for each problem, divide by the number of people on the team.
2. List the problems according to the score received by averaging the scores on Scale #1. The first goal is the one with the highest average.

PRIORITIZING GOALS
SCALE #2

After totaling your team's ratings from Scale #1, record the top seven goals generated by your team below. Then compare #1 with all other goals by circling the goal which seems most important in the comparison. Continue these comparisons for all 7 goals.

GOAL

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | 1 | 1 | 1 | 1 | 1 | 1 |
| | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | 2 | 2 | 2 | 2 | 2 | |
| | 3 | 4 | 5 | 6 | 7 | |
| 3. | 3 | 3 | 3 | 3 | | |
| | 4 | 5 | 6 | 7 | | |
| 4. | 4 | 4 | 4 | | | |
| | 5 | 6 | 7 | | | |
| 5. | 5 | 5 | | | | |
| | 6 | 7 | | | | |
| 6. | 6 | | | | | |
| | 7 | | | | | |
| 7. | | | | | | |

Count circles for each goal

- #1 -
- #2
- #3
- #4
- #5
- #6
- #7

PRINCIPLES FOR "BRAINSTORMING" - THE PRODUCTION OF ALTERNATIVES

1. You will be more productive of ideas if you refrain from evaluating them or discussing them at the time they are proposed. This is important because education and experience have trained most of us to think judiciously rather than creatively. By deferring judgment on our ideas, we can think up far more alternatives from which later to choose.
2. Group production of ideas can be more productive than separate, individual production of ideas. Experiments in group thinking have demonstrated that the average participant in this kind of creative collaboration can think up twice as many possible solutions as when working alone.
3. The more ideas we think up the better. In problem-solving of almost any type we are far more likely to choose the right path toward solution if we think up 10 ideas by way of possible alternatives instead of only two or three.

PROCEDURES FOR "BRAINSTORMING"

First Phase: BRAINSTORM the problem according to the following rules:

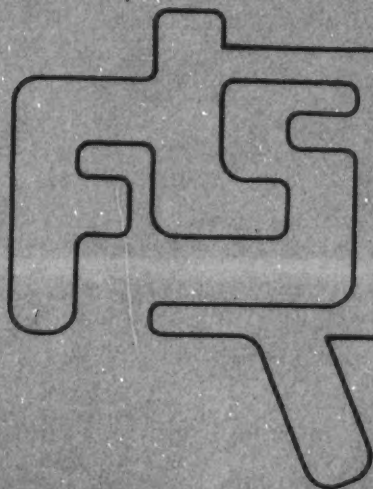
- a. All critical judgment is ruled out. We seek ideas, not critical analysis.
- b. Wild ideas are expected in the spontaneity which comes when we suspend judgment. Practical considerations are not of importance at this point.
- c. Quantity of ideas counts here, not quality.
- d. Build on the ideas of other brainstormers when possible. Pool your wildness.

Second Phase: Now CRITICAL JUDGMENT IS applied:

- a. Members should review the ideas by applying their best judgment.
- b. Members should be urged to seek for clues to something sound in the wildest idea.
- c. Priorities should be selected for reporting to the decision-making person or group.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 12: DECISIONS BASED ON DATA
Set VII**



**FLORIDA
LINKAGE
SYSTEM**

A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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MODULE 12

DECISIONS BASED ON DATA

DECISIONS BASED ON DATA

ACTIVITY	TIME	RATIONALE
1. Introduce the activity	3 minutes	To allow participants to structure appropriate expectations
2. Read monograph "Three Questions of Relevancy"	15 minutes	To provide data-base considerations
3. Discuss the monograph	15 minutes	To assure participants have understood the major learnings of the content
4. Review worksheets	10 minutes	To provide guidelines for judging the relevancy of data

DECISIONS BASED ON DATA

MATERIALS	INSTRUCTIONAL STRATEGY
Newsprint--Schedule & Objectives and Overview HANDOUT 1, Schedule & Objectives	Post schedule for the activity and explain that the group will now delve deeper into possibilities for problem analysis as we continue a study of data-base considerations which will continue throughout the workshop. Begin the activity by pointing out to the group that decisions made with regard to teacher training will probably be most effective if they are based on the potential positive impact the training will eventually have in the learning environment of children. You should further note that the best way to decide what training teachers really <u>need</u> to be more effective with children is to collect <u>some</u> data about what kind of training teachers <u>want</u> to make their classrooms a better learning environment for children. Next, point out that one good way to determine whether or not there is sufficient data for decision making is to ask the question: "Are decisions being made based on relevant data?"
HANDOUT 2, Problem-Solving Decisions Based on Data	Instruct participants to read "Problem-Solving Decisions Based on Data: Three Questions of Relevancy." Allow participants approximately 10-15 minutes to read the monograph.
HANDOUT 2, page 6	Instruct participants to discuss the questions at the end of the monograph.
HANDOUT 3, Worksheet	Point out to the participants that they will use the worksheet questions as a guide while listening to a simulated faculty meeting. Note they can review the dialogue of each presenter by referring to the transcripts.

DECISIONS BASED ON DATA

ACTIVITY	TIME	RATIONALE
5. Listen to audio-tape of faculty meeting simulation	30 minutes	To explore the meanings of data-base considerations
6. Final discussion	15 minutes	To summarize learnings

DECISIONS BASED ON DATA

MATERIALS	INSTRUCTIONAL STRATEGY
Audio-tape and cassette player HANDOUT 4, Transcript of audio-tape	Play the audio-tape of the simulated faculty meeting. After the principal has introduced the speakers, stop the tape and pass out the first page of the transcript so the "cast of characters" can be checked by participants. Stop the tape when each speaker finishes talking. Ask, "What questions do you want to ask this speaker?" Ask the participants to apply the three tests of relevancy to each presentation as noted on their worksheets. Also discuss the questions at the bottom of the worksheet after listening to each presentation on the audio-tape simulation. Hand out audio-transcript (H04) after each discussion in order that points can be verified. (Make it clear that, even though the methods used by these people to collect data were not without fault, each presenter has a clear statement about what the problem is in measurable terms. This statement, or hypothesis, enables the problem solver to identify specific solutions (such as improving self concept) and to measure progress toward the realization of the goal.) Before beginning the final discussion, point out that the participants should retain the worksheet for their personal use in the future. Point out that this activity was aimed at helping facilitators operate from a data base. <u>Discussion notes.</u> Complete this activity by discussing the following: - Why is it important for facilitators to operate from a data base? - What effect does operating from a data base have on faculty decisions for problem solving?

DECISIONS BASED ON DATA

ACTIVITY	TIME	RATIONALE
7. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
8. Data Collection	2 minutes	To gather data about how participants view the training so far

DECISIONS BASED ON DATA

MATERIALS

HANDOUT 1, Schedule &
Objectives and Overview

Data Collection forms

INSTRUCTIONAL STRATEGY

Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.

Remind participants to fill out data collection forms.

DECISIONS BASED ON DATA

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Post the schedule and introduce the activity
15 minutes	Read monograph, "Three Questions of Relevancy"
15 minutes	Discuss the monograph
10 minutes	Review worksheets
30 minutes	Listen to audio-tape of faculty meeting simulation
15 minutes	Wrap-up discussion
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To be able to differentiate between the terms "needs" and "wants" in terms of problem solving and its eventual impact on children in the classroom
2. To enable trainees to ask the three basic questions of relevancy of data presented in a simulated faculty meeting
3. To enable participants to determine whether there is a need to collect more data
4. To practice listening skills

OVERVIEW

This module provides some concepts for help in analyzing data. Good decisions are based on accurate data which is relevant to the situation. A monograph is read which discusses the factors which make data relevant, and gives some guidelines for distinguishing between "needs" and "wants." The concepts in the paper are clarified through group discussion, and then participants will practice listening skills with an audio-tape of a simulated faculty meeting.

Typically, divergent data is presented orally, so careful listening and note taking will help to make meetings more efficient. Careful analysis of the data by routinely asking three questions reveals the data's relevance, and helps the group make better decisions.

A wrap-up discussion focuses on uses of these concepts and skills in actual situations.

These processes are intended to encourage school personnel to gather and analyze data for school improvement programs.

Problem-Solving Decisions Based on Data: Three Questions of Relevancy

All decisions for problem solving should be based upon relevant data and one's expressed values. The word "data" is used here to mean more than a conglomeration of statistical facts; it means all the various kinds of information which might be reviewed by a group of facilitators. This information might range from a large sample of statistically calculated facts to a set of personal opinions expressed by individuals. The main question that should be raised for facilitators when making decisions for problem solving is, "How relevant are the data?". That is, do the data relate to teachers' and pupils' needs and the goals of the school? Answers to these questions make the difference between good and poor decisions in school improvement activities. In order to answer these questions, it is proposed that facilitators ask three simple questions of relevancy when presented with data upon which to make decisions. The questions of relevancy are: (1) What is the source of data?, (2) Do the data meet the test for "needs vs. wants" discrimination?, and (3) Are the data relevant to the identified problem(s)? Each of these questions must be given further explanation before they can be used to improve decision making for school improvement.

A key question a facilitator should ask is, "What is the source of the data?" In order to test the relevancy of data, one must be able to determine quickly where the data came from. There are three major sources of data: (1) attitudinal data (subjective opinions, survey results, polls, etc.); (2) theoretical and research data (concepts, generalizations from previous research, etc.); and (3) behavioral data (actual observations of behavior as

it occurs, skill measures, etc.). (Behavioral observations are often components of research data.) Of course, each of these data sources becomes more valuable as the number of persons representing the target population (teachers to be helped) increases, i.e., data from ten teachers are more representative than data from one. The value of asking the question regarding the source of the data lies in helping facilitators determine to what extent the data actually represent the teachers who own the problem. For example, an opinion poll gathered from 450 teachers in the local school district would usually be more relevant than theoretical information on the same subject presented by an "expert." By the same token, behavioral observations of 20 teachers in the classroom would be more relevant than an opinion survey of the same 20 teachers. The decision-making power based upon relevance of the data directly increases as you move from the opinions of one or two experts toward data that have been collected directly from the population that is to be helped. With respect to the source of data, it is also important to ask the following questions: (a) Does the data sample represent the target population? (b) When were the data collected? (c) How were the data collected? These latter subquestions will narrow down the source of the data and enhance decision making and/or reveal the need to collect more relevant data.

The second question of relevancy relates to needs/wants discrimination. Decisions for the staff development of teachers usually are made on the basis of real or perceived teacher needs as expressed by some type of data. A discussion of the differences between the terms "needs" and "wants" may at first glance appear to be a game of semantics; however, such a comparison can be of value to facilitators if it can stimulate a search for relevant data

and result in more successful learning environments for children as a result of teacher training activities. When the needs are real, i.e., supported by relevant data, effort is more likely to be successful. However, when needs merely represent the bias or personal perception of the decision-makers, resistance to the selected solutions and poor outcomes can occur.

Perhaps the best way to accentuate the difference between "needs" and "wants" is through an example. Suppose you say to me, "You need to stop smoking," and my response is, "Yes, I do need to stop smoking but I don't want to quit." You probably perceive my need to quit as being based on expert data which point out the high cancer risk of smoking, but since I enjoy the habit, I have rationalized or ignored this evidence. Therefore, my willingness to accept your efforts to help me quit is reduced. If you attempt to coerce or manipulate me into quitting, I'll probably resist your effort and nothing will be accomplished. On the other hand, if you could supply me with some factual information about the effects of smoking as it is directly related to my present state of health, you may be able to influence my wanting to quit. For example, suppose that you show me through a medical test how much my lungs have deteriorated as a result of accumulations of tars and carbon deposits. You may quickly demonstrate to me a new way of evaluating my need to quit. I might then want to quit, and your chances of helping me will have dramatically increased. Now, let's go back and apply this example to the decision-making process as it relates to teacher training.

Facilitators often find themselves in the position of trying to assess the program and staff development needs and/or wants of teachers from a large and varied amount of data. Some of these data may come from professors in the university who have studied the characteristics of effective teachers; some of the data may come from school district administrators from the standpoint of their wanting to implement a legislative mandate to employ new methods of teaching in the classroom (i.e., accountability through use of a systems approach to teaching); some data may come from organized groups in the community who are trying to protect the vested interests of children of minority groups who have had a history of high dropout rates; and some data may come from school board members who have been under pressure from the community to generally improve the classroom environment throughout the school system. Each of these sources of data may be presented to facilitators in the form of statements of needs and/or wants, and the problem becomes one of deciding which needs are real (based on relevant data) and which are not real (no relevant data available). The decision, of course, hinges on the relevancy of the data, so the problem is to determine whether or not the data are relevant.

The best test to determine whether or not a statement of needs contains relevant data is to ask, "What do the data indicate is needed and what does the target group (teachers) really want?" If these questions cannot be answered with respect to the data available, the facilitator should collect more data before making a decision. When there is sufficient evidence to persuade a faculty that a "need" is wanted or, conversely, that a "want" is needed, the group has the needed data to choose from solution options.

The third test of relevancy relates to the identification of the problem: Are the data pertinent to the identified problem?

The data gathering process should help to explain the nature of the problem. The data gatherer possesses an hypothesis (which may or may not be explicit) which guides the direction of the data gathering activities. For example, if the problem has been identified as a lack of skill on the part of teachers, the teachers' needs will be studied. However, if the problem is defined as a pupil problem, the pupils' needs will be studied. Obviously, the data gatherer should be explicit about the hypothesis which directs the data-gathering activities.

When the problematical context is quite broad, and there are data gathered only on fragments of the total situation, the problem definition becomes so narrow that piecemeal solutions are adopted and the context of the problem is not changed sufficiently to be resolved. Facilitators need to remain open to all the data which can reasonably be gathered, and then to ask:

Do the data support the problem as it has been defined, or do the data suggest that the problem should be redefined or reconceptualized?

Now conduct a discussion of the following questions:

- a. What are the data?
- b. What are the significant things a facilitator might ask about the source of data?
- c. What might be some differences between needs and wants as they relate to teacher education?
- d. What is the significance of asking what they want rather than what they need when you are making decisions about school improvement activities?
- e. What is the third test that a facilitator should apply to data-based decisions? Why is it important for the facilitator to make explicit what the hypothesis is which guides the data-gathering activities? What happens when the data are gathered only on fragments of the total problematical context?

WORKSHEET

Three Tests for Relevancy of Data

When presented with data which might influence decision making for solving school problems, facilitators should question the relevancy of the data by asking the three questions (and subquestions) noted below. When the data do not pass the tests of relevancy, further inquiries for additional data, etc., might be indicated. These additional questions are noted at the bottom of the worksheet. After you listen to each statement, review it on your copy of the audio transcript, and apply the tests for relevancy. Make further inquiries such as the questions noted at the bottom of the page when you feel they are indicated.

Test #1: What is the source of the data?

- (a) Is the sample from which data were obtained representative of teachers to be trained?
- (b) When were the data collected?
- (c) How were the data collected?

Test #2: Do the data reveal teacher needs? Do the data reveal teacher wants?

Test #3: Do the data support the problem as it has been defined, or do the data suggest that the problem should be redefined or reconceptualized?

ADDITIONAL QUESTIONS

1. Is there a need for more data?
2. Is there a need for more representative data?
3. Is there a need to collect the data in a different way?
4. Is there a need for more recent data?
5. Should teachers be given data to help clarify needs?
6. Are the data relevant to the identified problem(s)?

SIMULATED FACULTY MEETING
(AUDIO TRANSCRIPT)

Ms. Lida Brown: Chairperson, Principal

All right, I think it's time to call this meeting to order. As you all know, today's meeting will focus on the problem we have identified as a lack of skill in reading techniques. There is no other business, so I'd like to move right into that topic, but first I wish to introduce those who will make reports at this meeting.

First, my name is Lida Brown. I am the new principal at River's End School, and I will serve as the chairperson today. On my immediate right is Greta Price, who is the associate superintendent of staff development for the school district. Over here on my left is Ms. Anna Johnson, who is a teacher in the second grade. She has taught here for about three years, right Anna? Next to Anna is Dr. Hans Grier, who has been a professor of elementary education at the university for five years. And next to Dr. Grier is Mr. Stephen Hamilton, who is director of the Head Start Program at the Community Action Agency. The gentleman sitting next to Mr. Hamilton is Mr. Joe Rogers, who is a classroom teacher in the fourth grade where he has taught for five years. And last, but not least, the lady sitting next to Joe is Ms. Georgia Olson who is a member of the Granite County School Board. Now, if I haven't left anyone out, I think we are ready to begin our discussion of the need for additional teacher training in reading techniques in this school.

Ms. Price: Superintendent's Representative

Ms. Brown, I would like to begin.

Ms. Brown:

Go ahead, Ms. Price.

Ms. Price: Thank you. As you know, the recent legislation which requires that teachers use diagnostic-prescriptive techniques in reading methodology clearly spells out the requirements for this activity. In our district, we define this to mean that teachers document each pupil's instructional program in an individual record using one of the management systems already developed commercially. Now, I would like to point out that the recent survey of district coordinators conducted by my office reveals that 100% of the coordinators ranked the need for additional skills with new reading management systems as the top priority for inservice training. It was the position of the coordinators, however, that teachers really need training from the vendors of the new management system materials, not in methodology of teaching reading. Now these coordinators work closely with the teachers in all the schools. Therefore, I feel their recommendations are to be given a good deal of attention. To sum up, it is the consensus of the area coordinators that teachers really need new materials and training in how to use those materials. This training can be provided by the materials vendors as part of the cost of the reading management packages.

Ms. Brown: Thank you, Ms. Price. Now, Ms. Johnson.

Ms. Johnson: Classroom Teacher

I would like to support the position of Ms. Price. Most teachers have had training in reading methods, but they seldom gain access to new materials, let alone any training in how to use them. Well, anyway, here's what I did to find out what training teachers need in reading: I conducted a survey of almost two-thirds of the primary grade teachers in the school. I made sure that all the questions were answered by all the teachers. The questionnaire listed all the new reading programs that are presently on the market, and the teachers were asked to check those they were familiar with and those they were interested in using in their classes. The results revealed that almost 90% of the teachers were only familiar with the standard program used here in the district and the other 10% were only familiar with one or two others. Sixty percent checked other programs that they were interested in. Almost 70% indicated that they have skills to teach reading that they can't use because of our out-dated materials.

I feel that these results indicate a clear need for teachers to be trained to use new reading programs. This training, as Greta Price has noted, can be provided by those companies who market the materials.

Ms. Brown: Thank you, Mary. Dr. Grier, will you speak next?

Dr. Grier: Yes, I will

Although I can't argue with the value of modern, well-organized reading programs, I feel we should not make decisions for teacher training on the basis of availability of such programs, regardless of the amount of training included with the package. I would like to add another dimension to the problem which might broaden our frame of reference with regard to teacher needs in the area of reading methods.

For the past several years, my colleagues and I have been collecting a good deal of data on the various factors which might influence the teaching of reading within the surrounding school districts. Our major focus in the research has been the observation and interviewing of pupils with reading problems and their respective teachers. These data clearly reveal that those low socio-economic students who have the mental aptitude to read, but still have difficulty, have greater problems in relating to the teacher than to the instruction. That is to say, there is evidence that the interpersonal relationship between the teacher and the pupil might be interfering with the learning process more than the teacher's lack of knowledge about teaching techniques. Although most of the teachers interviewed don't report difficulties with other students in their classrooms, they consistently report having interpersonal conflicts with low-achieving readers.

Now, the sample of teachers and pupils was drawn from every classroom in the school, and we often backed up our interviews with actual behavioral observations. Follow-up questionnaires given to the teachers revealed that they overwhelmingly recommended that low-achieving readers be placed in special classes where they can get the individual attention needed to improve their interpersonal problems as well as their reading skills.

It would seem clear from the data I have presented here that this faculty should further explore the nature of the interpersonal problems which has been demonstrated by teachers as they interact with low-achieving readers, and based on that analysis, provide these teachers with training designed to improve their interaction with students who have problems with reading.

Ms. Brown: Thank you, Dr. Grier. Now, we would like to hear from Mr. Hamilton, our community member from the Community Action Agency.

Mr. Hamilton: Community Action Agency

Thank you, Ms. Brown. I would just like to take a few minutes to support the recommendations of Dr. Grier and elaborate upon some of my own information which is closely related to his findings. My agency has been collecting data on the self concept of low-achieving black students in the south area of the district. Our findings reveal a close correlation between low reading scores and low self concept as measured by a test called the self concept as a learner scale. Some of our data go back as far as two years, and the Community Action Agency is convinced that little action has been taken to train teachers to become more effective with black children in our schools. A recent survey of teachers in the schools of the south area, which includes River's End School, indicates that teachers have not been provided with sufficient background in teaching children from different cultural backgrounds. It would seem to me that this information strongly indicates the need to provide training in multi-cultural education and human relations skills. I don't believe you can teach children to read unless you have some understanding of their backgrounds.

Ms. Brown: Thank you, Mr. Hamilton. Mr. Rogers, I believe you are next.

Mr. Joe Rogers: Teacher

Thank you. I would like to begin by saying that I am impressed with the kinds of information that have been made available to the faculty. I have done some information gathering myself, and I find that some of it overlaps . . . though some of it was new to me.

Working in conjunction with the research team at the district office, I was able to conduct a survey of what teachers in our school feel they need in the way of training in reading methodology. The bulk of those polled in every classroom in the school reported that they felt the most important need with regard to teaching reading was to have time to spend with individual students who are having problems. Although most of the teachers indicated that they could probably benefit from additional training in reading techniques, over 95% said that more skills in teaching reading would not be of any help if the class size wasn't reduced or if time wasn't provided for more individual instruction. If this is the case, it would seem that we should focus our training on ways of helping teachers to get more time to work with individual youngsters. I've also explored some of the new individualized systems approaches to teaching, and I feel this might be the direction to move in. If we could also provide training to show teachers how to make better use of their aides in the classroom, it might free them to give the individual attention to those children who need help.

Ms. Brown: Very good. Well, we have heard from everyone but Georgia Olson from the School Board. Did you want to make a comment, Ms. Olson?

Ms. Olson: School Board Member

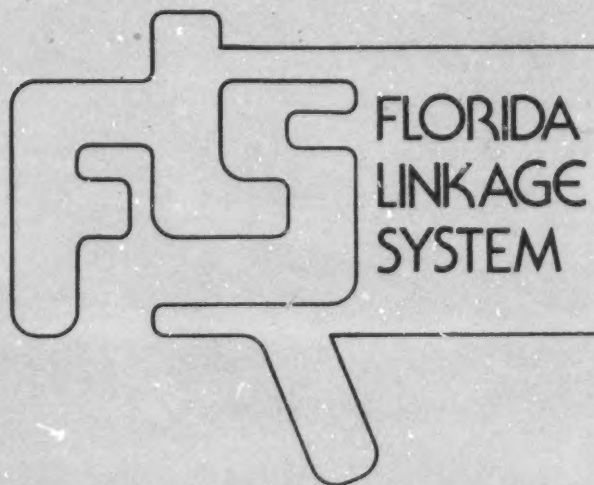
The only comment I have has to do with hard facts regarding the average reading scores of our children in this district. Recent compilations of achievement scores in reading show that children in this county are approximately one half of a grade lower than the national average in reading. Now, I'm not sure how much of this problem is directly related to our teachers' ability to teach reading . . . there could be many other factors operating here. I would like to say this, however: many parents have approached me about helping the teachers in the classroom, and I think these are the kinds of offers we cannot afford to ignore. Perhaps teachers need to be trained in how to get parents involved in helping to teach their children reading. Perhaps there are materials which can be readily used at home by parents of slow readers. Whatever the course of action, I feel that teachers have not been sufficiently trained to tap the resources which might alleviate many of the problems I have listened to here today. I would like to see our teacher training program move in a direction such as this, rather than repeat what teachers have already had in college.

Ms. Brown: Thank you, Ms. Olson. Well, I think we should have a break, think about what we've heard and come back ready to take some positive action with respect to what form of training our teachers need to improve reading skills of the students in the school.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

Module 13: DEFINING THE PROBLEM

Set VIII



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

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DEFINING THE PROBLEM

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to develop appropriate expectations
2. Study guidelines for writing a problem statement	15 minutes	To introduce the four criteria for defining a problem
3. Write problem statement	15 minutes	To enable participants to apply the guidelines for writing a problem statement of their top problem to obtain clarity about problem

DEFINING THE PROBLEM

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Explain that defining a problem is the major part of a doctoral dissertation. It is extremely complex, and when the problem is owned by a group the variety of perceptions related to the problem make understanding the problem even more complex. For this reason, the skills of defining problems will be practiced in a simulation in order that the process skills be addressed, not actual problems. The skills focused on here are the use of the four criteria in describing a problem and the helping relationship.
NEWSPRINT of guidelines for writing a problem statement. Example of Problem Statement in Case Study.	Introduce guidelines for writing a problem statement. Elaborate on guidelines. Reinforce distinction between problem statement and goal statement. For an example, they can see the Case Study. (Although their search request will contain many details not included in these four criteria, this is the first step in clarifying the problem.) Direct participants to read paper entitled: "Four Guidelines for Writing a Problem Statement." Answer any questions generated by reading.
HANDOUT 2, Guidelines	
Tablets and pencils HANDOUT 3, The Dobbleganger Problem	Introduce the Dobbleganger Problem and explain that this problem was chosen for the simulation because it is a much more simple problem than the instructional and organizational problems found in schools. Also, participants will probably not have intense feelings about this problem, which will facilitate openness to different points of view, and discourage defensiveness. The skills being focused on here are generic to problem solving, and applicable to any type of problem. The clarity which comes from following this format will be more apparent after it has been experienced.

DEFINING THE PROBLEM

ACTIVITY	TIME	RATIONALE
4. Clarify problem statement in trios	45 minutes	To enable participants to: - hear how team members view problem - practice paraphrasing - gain clarity in writing problem statements
5. Revise problem statements	10 minutes	To correct statements
6. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
7. Data Collection	2 minutes	To collect ongoing information about how participants perceive the training

DEFINING THE PROBLEM

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 4, Trio Round Robin NEWSPRINT chart of: "From what I've heard, _____ is affected, _____ is causing it, the kind of problem is that _____, your goals for improvement are _____, _____, _____. Is this correct?"	Ask trios to work in round robins to clarify problem statements. The helpee's task is to clarify through paraphrasing, and should focus on the four criteria. Instruct participants to revise problem statements in light of the points brought out in the round robin. Participants may receive additional learnings by having each trio post its clarified and revised statement, in order that they can be read and compared during the break. Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure. Remind participants to fill out data collection forms before they break for lunch.
HANDOUT 1, Schedule & Objectives and Overview	
Data Collection forms	

DEFINING THE PROBLEM

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
15 minutes	Review the guidelines
15 minutes	Write problem statement from simulation
45 minutes	Clarify problem statements in trios
10 minutes	Revise problem statements and come to consensus on definition
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To practice writing a problem statement according to guidelines which include four criteria
2. To practice defining problems in simulation to permit participants to focus on the skills of problem analysis
3. To practice some helping skills

OVERVIEW

In this module, participants practice applying the four criteria for defining problems from the RUPS model. Learning to apply criteria to a problem statement is the first step in a systematic analysis of the problem. These criteria will establish "ownership" of the problem by specifying who should be involved in data gathering to clarify the problem. The list of kinds of problems has been well researched, and helps in specifying what the goal should be. The goal statement should be logical and congruent for the kind of problem identified.

Practice in defining problems is done with a fictional problem to allow participants to focus on skill attainment. The skill can then be applied to real problems later. The purpose here is not to develop a product, but to practice applying the four criteria.

The helping trio is used in this module to demonstrate the kinds of help teammates can give one another to help clarify problems.

FOUR GUIDELINES FOR WRITING A PROBLEM STATEMENT

Suppose that I said to you, "We have a communication problem among our faculty. What would you suggest we do about it?" You would undoubtedly want to ask many questions before hazarding an action suggestion. What is it that is not being communicated? Who feels the need for such communication? Why isn't this communication taking place? Specifically, who would need to be communicating what to whom to improve the problem situation?

A good problem statement includes answers to such questions. It is a brief, specific statement about a problem situation. A problem situation exists when there is a difference between the way things are and the way someone would like them to be. The word, problem tends to suggest a negative meaning to most of us. The definition used here can be applied to situations which we feel negative about. It also applies to situations that are not thought of as negative ones. The situation might be generally good now and an accomplishment of a new objective could make it even better. You might have a station wagon that satisfies your family's basic needs and feel that having a sports car too would make things even better.

Using the definition of a problem situation as one where there is discrepancy between the way things are now and the way someone would like them to be implies that there are almost always "problems" that could be worked on. There are almost always improvement goals in education that we would like to be working toward.

One of the greatest barriers to working constructively toward achieving improvement goals is lack of specificity in stating the problem. Compare the two following efforts to state a problem.

"We have a communication problem among our faculty."

"We use team teaching in our building. Virtually all of us involved in teams are concerned that we haven't given adequate attention to creating ways to share innovative ideas across teams. We need ways of sharing that don't take up the time of those to whom a particular idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The latter statement covers four points that are suggested as guidelines for writing a good problem statement. It answers each of these guideline questions:

1. Who is affected? Members of the teaching teams are affected. "Virtually all of us involved in teams are concerned...."
2. Who is causing it? The members of the teaching teams seem to see themselves as mainly responsible. "...we haven't given adequate attention...."
3. What kind of a problem is it? Note that the reason for the problem is a lack of adequate means for doing something. "We need ways of sharing...."
4. What is the goal for improvement? Specifically, how will things look when the goal has been achieved? In this case, it has been made clear that the goal is not simply increased communications. The goal is creation of "...ways of sharing that don't take up time of those to whom a particular idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The most important guideline for writing a good problem statement is inclusion of a specific goal for improvement. Two kinds of confusion can arise when you are attempting to describe the goal for improvement in your statement. One relates to the fact that there may be many possible major and minor goals in the problem situation. It might require many, many pages of writing to describe the entire problem situation. Describing the problem situation is not the same as writing a problem statement. A problem statement answers the four guideline questions in focusing on one, specific improvement goal within the problem situation.

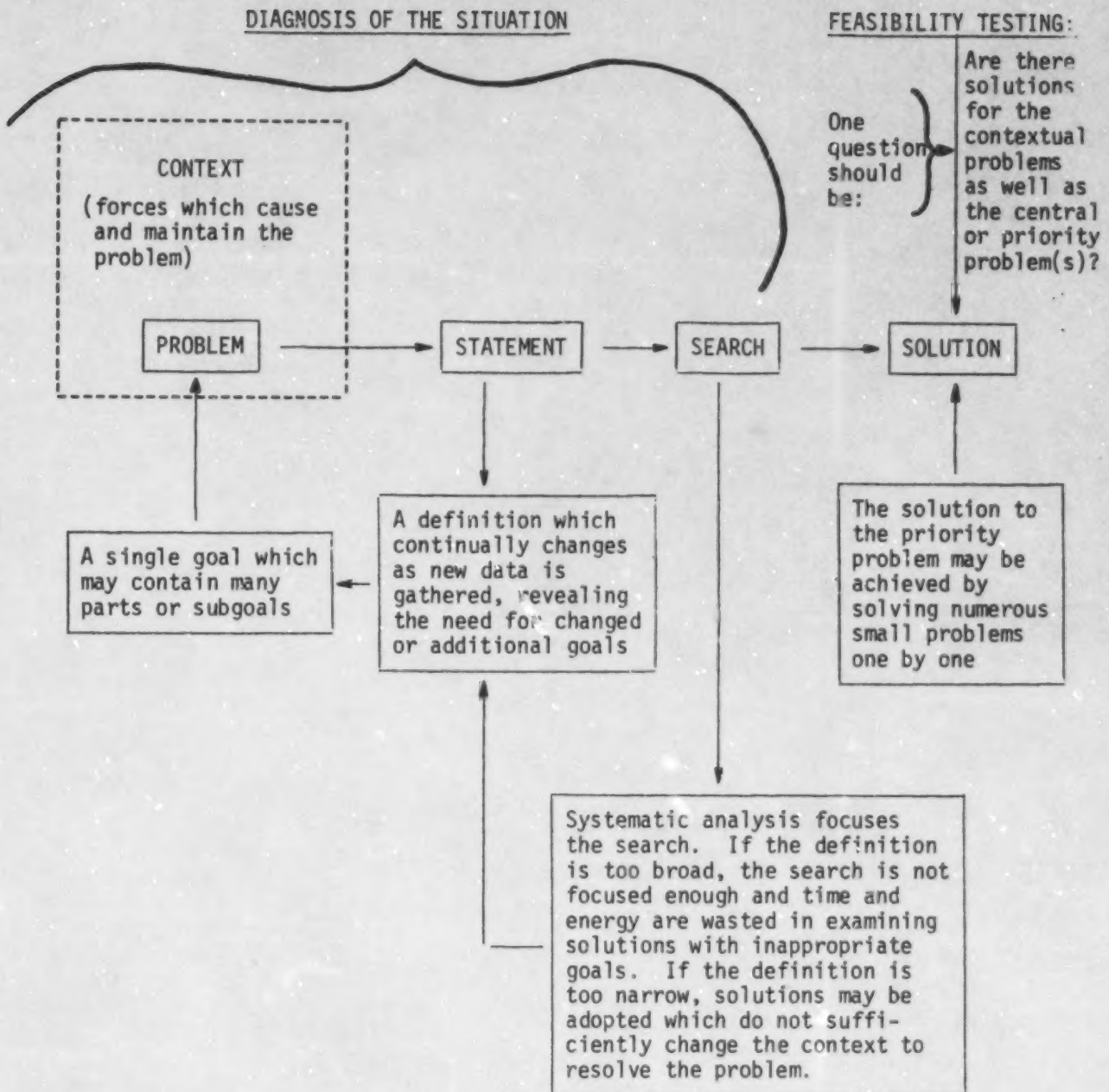
The second kind of confusion arises from needing to be specific in writing the problem statement, while at the same time being ready to change the statement any time new understandings of the problem situation indicate that you should do so. In the early stages of working on a problem, I may have quite erroneous ideas about what kind of problem it is or what the improvement goal should be. By stating specifically what I think is the case, I'll know what to explore. I will be clear about what to change in the statement any time new information shows my initial ideas were wrong. The problem statement should be as specific as possible, but always open to change in the light of new understanding.

Following are some considerations that can help you to be specific as you respond to the four guideline questions while writing a problem statement:

1. Who is affected? Consider these possibilities before deciding what you want to say about this. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

2. Who is causing it? We frequently speak of problems as though they were caused by circumstances that didn't relate directly to people. This is almost never the case. There is almost always some person or persons who could influence things being different. Consider the same possibilities as above. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?
3. What kind of a problem is it? There are many ways to classify kinds of problems. The following considerations may prove helpful:
 - There is lack of clarity or disagreement about goals.
 - There is lack of clarity or disagreement about the means of achieving goals.
 - There is a lack of skill needed to carry out a particular means.
 - There is a lack of material resources.
 - There is too great a variety of materials.
 - There is a lack of appropriate materials.
 - Materials are too difficult to use.
 - There is inaccurate communication.
 - There is too little or too much communication.
 - People have a different understanding of the same thing.
 - There is insufficient time or schedules don't coincide.
 - Roles are lacking or inappropriate.
 - Norms are restrictive, unclear or misinterpreted.
 - There are conflicts of ideology.
 - There is a lack of clarity or a conflict about decision making, e.g., power struggles.
 - Expression of feelings is inappropriate or inadequate.
 - There is conflict related to individual differences.
4. What is the goal for improvement? Ideally, this should be stated so clearly that anyone reading your statement would know how to determine when the goal had been reached. It would tell exactly who would be doing what, where, how and to what extent. Until you know where you are going, it's very difficult to make and carry out plans to get there. The more clear you are about your intended target at any given time, the more likely you will be to recognize when it is an incorrect target, should this prove to be the case.

DEFINING THE PROBLEM



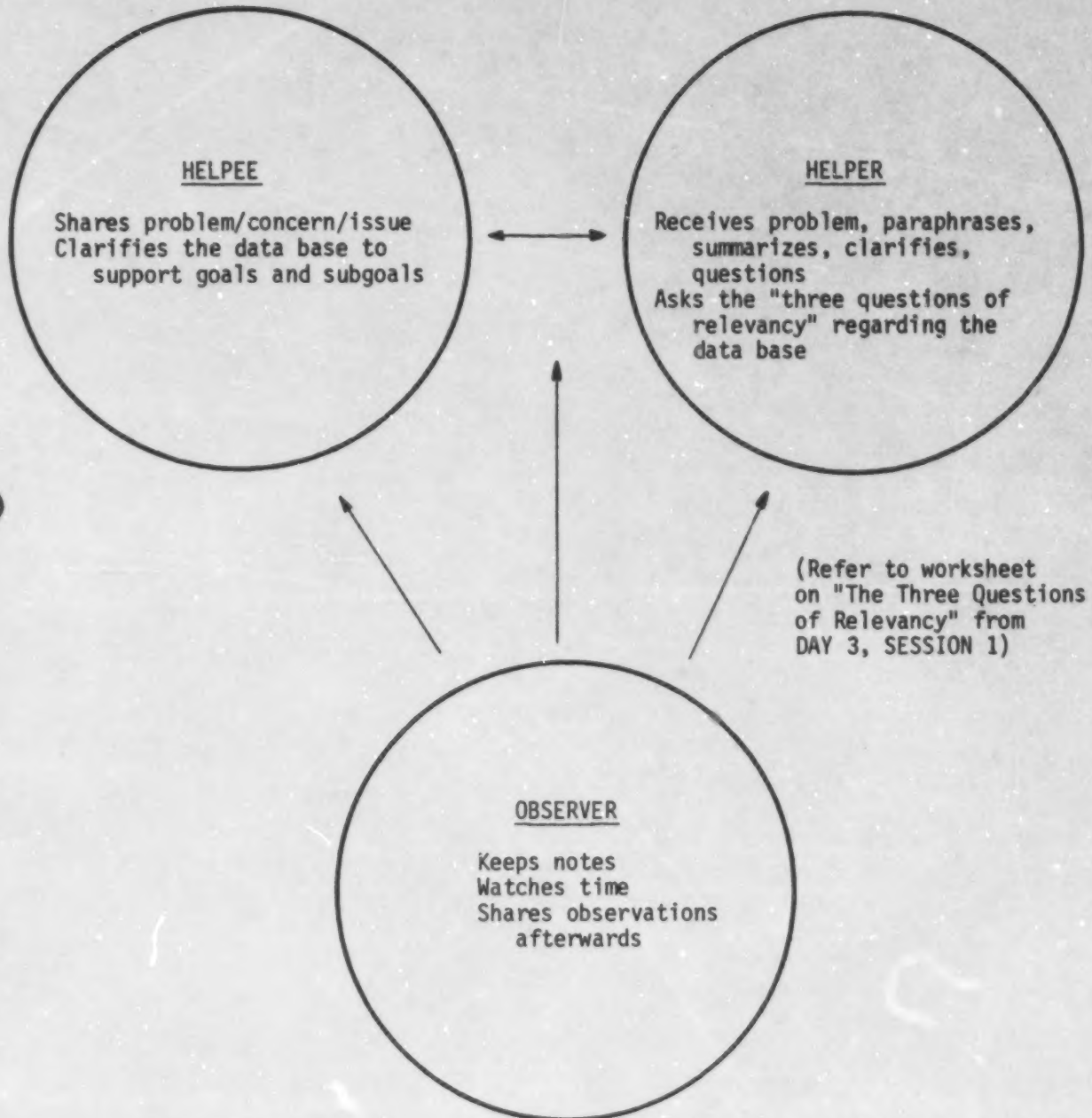
THE DOBBLEGANGER PROBLEM

John and Marsha Dobbleganger were dissatisfied with their old home, but there were many things about the house which made them reluctant to leave it. Their children had grown up in it and still loved it as home. The Dobblegangers had always been proud of its high ceilings, graceful verandas, numerous closets, chandeliers and bay windows, and of the large old oak trees in the yard. On the other hand, it was a great deal of work to maintain so large a house, which had been needed when all the children were at home. Now, two of the children were married and their bedrooms and bathroom were rarely used. The utility bills were high and the house was in need of extensive repairs. The family's large dog had learned to jump the fence and was causing tension in the neighborhood by digging in flower beds and chasing cats.

Also, the entire family had recently become very interested in vegetable gardening and was frustrated by the small, shady garden.

The Dobblegangers had been talking to builders about the possibilities for remodeling the old house or for building a new one in the country when a relative asked them for temporary shelter in order to solve an acute personal problem. At about the same time, John Dobbleganger's business problems increased dramatically. Marsha felt that some resolution to the housing problem was needed immediately to free up energy for other needs. She has asked you to help her by writing a problem statement, applying the four criteria in the guidelines.

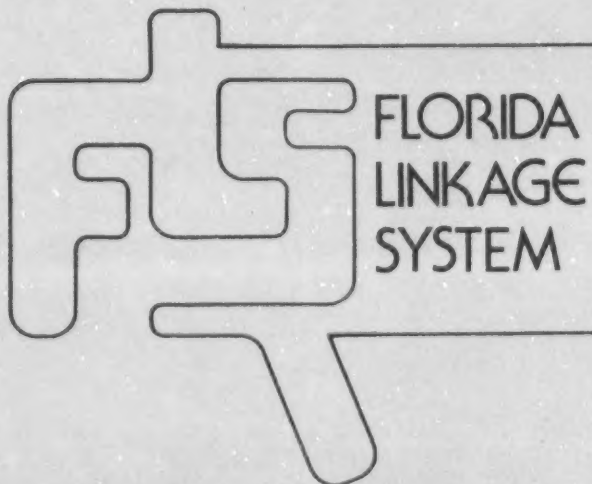
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**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

Module 14: FORCE FIELD ANALYSIS

Set VIII



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

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FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

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1978

THE FORCE FIELD ANALYSIS

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to develop appropriate expectations
2. Introduce force field including ranking and rating	10 minutes	To introduce participants to the concept of force field technique to build their problem-solving skills (See "Lecturette")
3. Read Handout 2 and practice the force field analysis	10 minutes	To enable participants to apply principles of force field to simulated problems
4. Ranking and rating forces	10 minutes	To enable participants to practice ranking and rating the forces in a simulated problem
5. Sharing of force field and writing joint force field	30 minutes	To critique force fields generated by individuals to build force field skills To increase team building through designing a force field as a team

THE FORCE FIELD ANALYSIS

ACTIVITY	TIME	RATIONALE
6. Deriving implications	10 minutes	To clarify next steps in using the force field analysis
7. Share problem analysis with another team	15 minutes	To practice team building skills and to broaden perspectives
8. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
9. Data Collection	2 minutes	To obtain feedback on the training

THE FORCE FIELD ANALYSIS

MODULE 14 (1b)

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Review the schedule and objectives. Explain that this session is to extend problem analysis skills and help them focus on strategies for reaching goals.
Newsprint of: (a) key concepts of paper on following page, "Lecturette" (b) example of force field	Explain key concepts in Force Field Diagnostic Technique. Demonstrate technique briefly, using some simulated goal which is easily analyzed, such as reducing smoking.
HANDOUT 2, Force Field Diagnostic Technique	Instruct participants to read the paper on the force field technique and to write force field on their problem statement using HANDOUT 2, p. 7. Each individual practices the technique alone.
HANDOUT 3, Ranking and Rating the Forces	Next, ask participants to read HANDOUT 3 and try out the ideas for ranking and rating the forces.
HANDOUT 4	After they have finished this step, call attention to the example of the Dobbleganger's forces for and against. Mention that this is not meant to be a "correct" list, only a list which reflects a set of values and a point of view. Their own analysis, though different, may be more helpful.
Newsprint, pens & tape	Direct participants to share individual force fields with team and have team do one joint force field on newsprint based on individual work. Tell participants to critique each other's work and arrive at joint force field through consensus. Ask participants what should be the force they should focus on, given the implications of the force field analysis. Afterward, they may wish to see how the Dobbleganger's force field analysis looked. It is found in the appendix.

THE FORCE FIELD ANALYSIS

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 5, Deriving Implications	Explain that the next step in using the force field analysis is to derive implications for developing strategies. Read the handout with participants and ask them to discuss it briefly. Ask two trios to come together to discuss and share their analyses.
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to fill out documentation forms.

FORCE FIELD ANALYSIS

LECTURETTE: (by trainer)

Kurt Lewin did his undergraduate work in physics, and later shifted his interests from the physical sciences to the social sciences. He has brought to the social sciences some ideas for problem solving.

In physics, there is the idea that there are forces which impinge on a situation, and these forces are what keep the situation the way it is. So, when we illustrate the idea graphically, we draw a line down the center of the page and let the line represent "the way things are now." Then, we use arrows going toward the line on both sides of it to illustrate the forces that keep the situation the way it is.

If we write the goal down the right side of the paper, we could use arrows across the top of the left hand column to represent the forces which are moving the situation toward the goal. Along the left side of the paper, we would draw another line which represents the opposite of the goal.

Forces to the right of the center are pushing away from the goal, so we call them "forces against." Forces on the left of the center are forces pushing toward the goal, so we call them "forces for."

Most of us have some familiarity with the smoker's problem, so we will demonstrate the FORCE FIELD using this problem: "I smoke about two packs a day--so much that I cough, I become irritable in situations where smoking is inappropriate, and my appetite is so poor that my energy and nutrition are

poor too. I need to smoke less because it is bothering me and my relations with others. Mostly, I am causing a problem for myself, but my smoking affects others too: non-smokers, and members of my family because they worry about my health. I really do want to smoke less, but there is a lack of clarity about the means for achieving this goal. My goal for improvement is to smoke less."

(Group brainstorms forces "for" and "against.")

To move toward the goal, the "for forces" need to be strengthened, or the "against forces" eliminated or reduced.

After listing the forces, they should be ranked for clarity and rated for importance. "Importance" is a function of the degree to which a change in the force would promote movement toward the goal.

THE FORCE FIELD ANALYSIS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
10 minutes	Introduce Force Field Analysis
20 minutes	Write Force Field Analysis
30 minutes	Share analysis with team and write joint force field Rank and rate the forces
10 minutes	Deriving Implications
15 minutes	Share problem analysis with another team
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

Given the principles of force field analysis, participants will write an analysis of the problem statement according to the principles.

OVERVIEW

This module is to introduce the problem analysis technique of the force field analysis. The idea of force fields comes from physics, and explains that the reason why things are the way they are at any given time is because there are two sets of opposing forces which push against each other, and thus maintain the status quo. Participants will study and practice the technique on fictional problems in order to focus attention on the skill. They will share their work with others to increase their problem-solving perspective by hearing about diverse points of view. Sharing of analyses is to reinforce a norm of teamwork discussion.

The force field technique may seem complicated when first attempted, but with a little practice it can become an invaluable aid for analyzing the causes of any kind of problem. It also provides concrete structure for the next steps in the systematic analysis of the problem, to help groups plan means to discover less apparent data which can significantly increase the understanding of a problem.

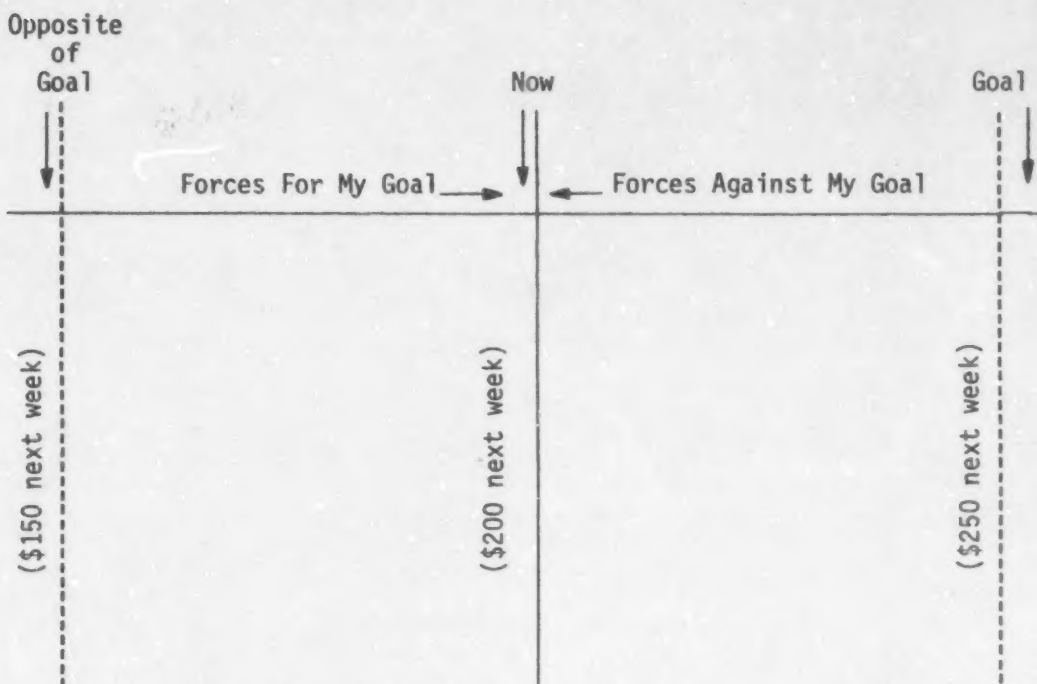
THE FORCE FIELD DIAGNOSTIC TECHNIQUE

A problem situation exists when there is a difference between the way things are and the way someone wants them to be. Kurt Lewin borrowed a technique from the physical sciences and offered it as a way to understand social science problem situations. It is called the force field diagnostic technique. The idea is that any social/psychological situation is the way it is at any given moment because sets of counterbalancing forces are keeping it that way.

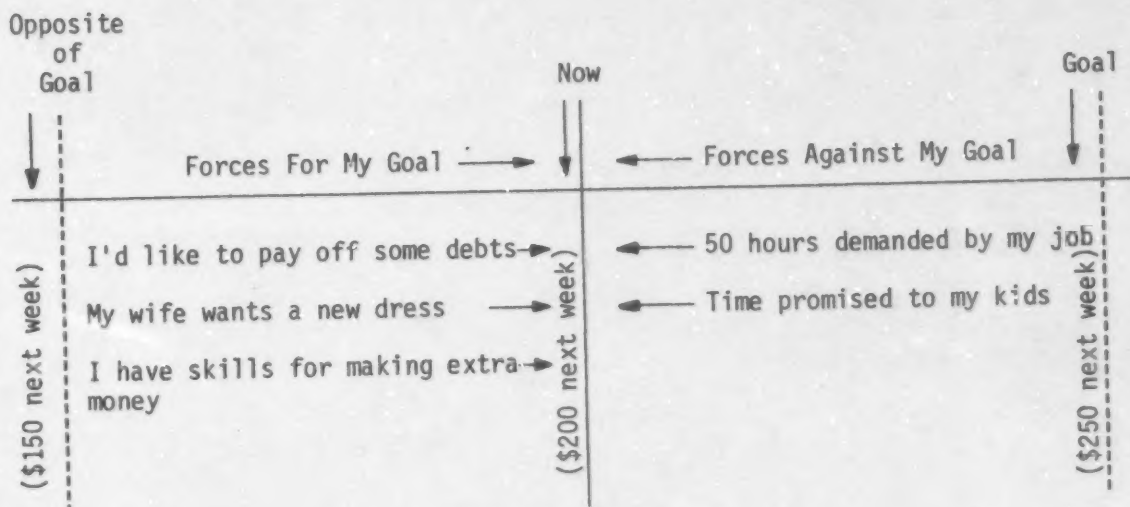
For example, let's look at the amount of money I am apt to earn next week. Let's say it is apt to be about \$200.00. There are factors, or forces, in my life that might cause me to earn more than that. I have some debts that I'd like to pay off. My wife wants a new dress. I have some skills for making extra money as an entertainer and as a consultant on teacher education. On the other hand, there are forces against my earning more than \$200.00 next week. I'll have little time or energy next week beyond the 50 hours demanded by my job and the time I promised to spend with my kids. There is also a possibility that forces might cause me to earn less than \$200.00 weekly. My extra work might cause me to become seriously ill and have to miss my regular job, thus reducing my income.

In the force field diagnostic technique, you start by writing a problem statement at the top of a page and drawing a line down the middle of the page. The line down the middle represents the way things are now. Draw a dotted line down the right hand side of the page which represents how you would like things to be. For example, if I wanted to earn \$250.00 next week instead of my usual \$200.00, I would begin to write out my force field diagram as follows.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from \$200 to \$250.

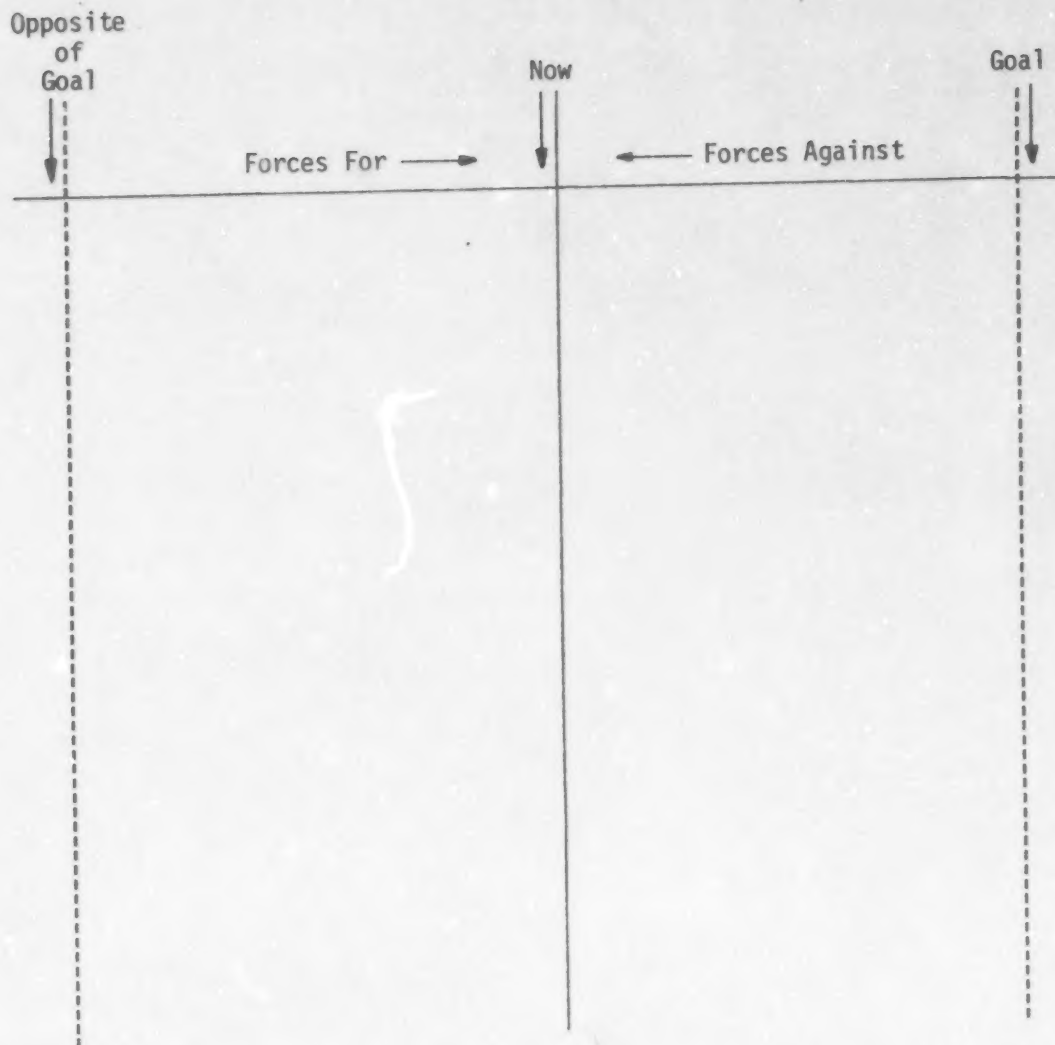


Next I would write down all of the important forces I can think of that could help push me toward achieving my goal. I write these on the left side of the diagram with an arrow from each pointing in the direction of my goal. I write down forces pushing against movement toward my goal on the right side of the center line.



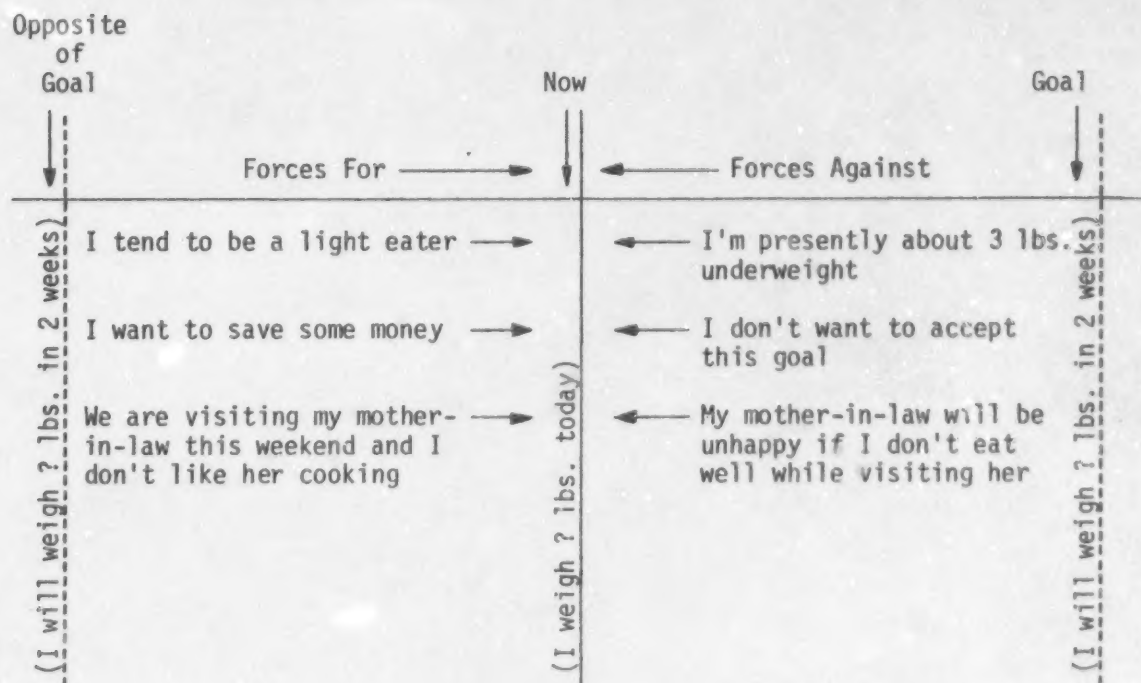
Now you try an example. Suppose you accept a goal of losing five pounds during the next two weeks. Write out a force field for this goal below. Write out a problem statement, the forces for and the forces against. Then go to the next page of this handout.

Problem Statement:



Your force field on losing five pounds during the next two weeks should look something like the following illustration.

Problem Statement: You set a goal for me to lose five pounds during the next two weeks.



Of course, the forces you wrote down are apt to differ from the ones in this illustration. The important thing is that you understand the technique. Here are some guidelines to help make the force field diagnostic technique a powerful one.

1. Be as specific as possible in the way you write each force. Don't write things like, "poor communication." Write, "Sally and Martha don't tell each other their reasons for using different instructional materials." Forces are stated most helpfully when they are written down so that someone else reading them would know to whom to go and what to ask in order to get a fuller understanding of what is involved in each force.
2. Try to state discrete forces rather than global ones. A force often can be broken down into further subparts. For example, a force such as "I find it hard to lose weight," might break down to three more discrete forces as follows:

"I get a headache when I skip a meal"

"My wife often serves rich desserts"

"Television ads get me thinking about eating in the evening."

Sometimes, you can think of ways to break down a force into more discrete subparts by considering the forces for and against changing a force that you are considering!

3. Thinking about categories of forces can help you think of ones you might otherwise overlook. Consider categories of forces in each of the following:

Yourself: "I get a headache when I skip a meal"

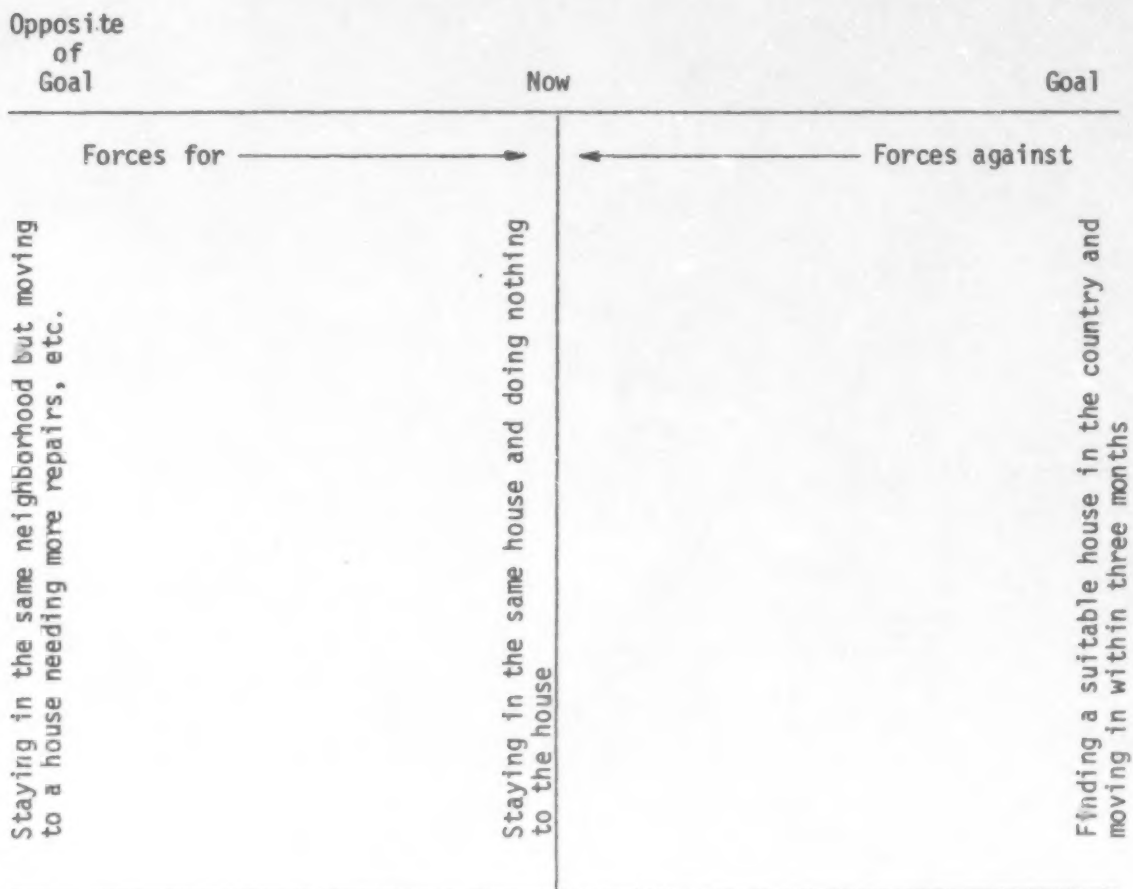
Other Individuals: "My wife often serves rich desserts"

Groups: "We often share materials in our department"

Organizations: "The district gives salary credit for this training"

Society: "Television ads get me thinking about eating."

The Dobblegangers decided to take the goal of getting a small, comfortable house in the country within three months. They have asked you to help them by developing a force field analysis of the problem.



When you have finished, share your individual analysis with your trio.

RANKING AND RATING THE FORCES

In the early stages of problem solving, primary concern should be for gaining a clear diagnostic understanding of the situation which exists "now." The force field technique provides a diagrammatic picture of the forces that are maintaining a situation at a given moment. When you write a force field on a piece of paper, it probably indicates only a few of the actual complex sets of forces operating in the situation you are concerned with. You might feel very sure that the forces you have listed are important ones, but have little data to support your belief or give you a usable understanding of just how these forces are operating. Your force field can be analyzed to consider which forces might profitably be investigated in more objective detail. This diagnostic analysis involves three steps.

First, rank all of the forces "for" and "against" in order of their importance. Importance is defined in terms of the degree to which change of a particular force would cause the situation to move most toward the goal. You would first rank that force which you believe, if changed, would result in most movement toward the desired goal. Force Number Two would be that force which you believe, if changed, would yield the second most movement toward the goal. Continue in this manner until you have rank ordered all of the forces for and against movement toward the goal.

Second, rate each force in terms of clarity. Look at your statement of a force. How clear are you that it really is a force in terms of objective data about its importance, who is involved in it and exactly how and why it is operating? Clarity is not a matter of being positive in your own belief. Sometimes, being "positive" is being wrong in a loud voice. Clarity is defined here as providing objective data with which you could stand up in court and prove your case beyond the shadow of a doubt. Rate each force as to whether you are clear, partly clear or unclear about it in these terms.

Third, look at the combination of ranking and rating which you have done. Forces to which you have given a high ranking of importance, but about which you are unclear, are obvious candidates for further exploration. Your ranking and rating analysis tells you where more data is needed for a clear diagnosis of the problem situation.

FORCE FIELD ANALYSIS RANKING & RATING

In the center column, write the forces for and against your goal. All the forces should be treated as one list. First, rank order for importance, then rate for clarity.

Rank Order of Importance	Goal:	Rate: Clarity		
		Clear	Partly Clear	Unclear

FORCE FIELD ANALYSIS OF THE DOBBLEGANGER PROBLEM

Opposite
of
Goal

Now

Goal

FORCES FOR →

The repairs and remodeling needed in the old house will cost more than the Dobblegangers can afford.

The present and future needs of the family seem to be for less space inside the house and a larger yard.

The old house is costly to maintain on a daily basis and takes up a lot of time.

Settling the problem quickly will take some pressure off John and allow him to concentrate on his business problems.

The neighbors who were bothered by the Dobbleganger's dog have been unfriendly lately.

The troubled relative will be kept busy with the move and less inclined to worry about personal problems.

← FORCES AGAINST

They may have to sell the old house below market value because (1) they are in a hurry, and (2) it is in need of extensive repairs.

The family is sentimental about a home which evokes many fond memories.

They may not be able to sell the large old house in need of repairs quickly.

The parents fear that married children will visit less often if their house is small and unfamiliar.

It may be difficult to find the right house quickly.

RANKING AND RATING THE FORCES

Rank Order of Importance	Goal: To get a small, comfortable home in the country which will accommodate the needs of the Dobbleganger family within three months.	Rate: Clarity		
		Clear	Partly Clear	Unclear
1.	The repairs and remodeling needed for the old house may cost more than the family can afford.		X	
2.	The family is sentimental about a home which evokes many fond memories.	X		
3.	The parents fear that married children may visit less often if their house is smaller and unfamiliar.			X
4.	The present and future needs of the family seem to indicate a need for less space inside the house and for a large, sunny yard.	X		
5.	The old house is costly to maintain on a daily basis and takes up a lot of time	X		
6.	Settling the problem quickly will take some pressure off John and allow him to concentrate on his business problems.		X	
7.	They may have to sell the old house below market value because (1) they are in a hurry, and (2) it is in need of extensive repairs.			X
8.	They may not be able to sell the old house quickly.		X	

MODULE 14
HANDOUT 4 (p. 3)

Rank Order of Importance	Goal: To get a small, comfortable home in the country which will accommodate the needs of the Dobbleganger family within three months.	Rate: Clarity		
		Clear	Partly Clear	Unclear
9.	The neighbors have been unfriendly lately	X		
10.	The troubled relative will be kept busy helping with the move and less inclined to worry about personal problems		X	
11.	It may be difficult to find the right house quickly.			X

DERIVING IMPLICATIONS

It was agreed that the strongest force, the cost of repairing and remodeling the old house, was only partly clear so it was decided to gather more data on that force. The family brainstormed a list of possible action plans for gathering more data, and settled on five strategies.

Strategy 1: The family would agree on a list of repairs to meet minimum needs for short range planning and another list of remodeling needs for long range planning.

Strategy 2: The lists would be given to builders who would be asked to provide estimates of the costs for both the short term repairs and the long range planning.

Strategy 3: Marsha would study the family's savings and investments program to locate possible resources which could be liquidated at the present time for use in the remodeling program, and to provide information about other financial needs which the family may be faced with in the near future.

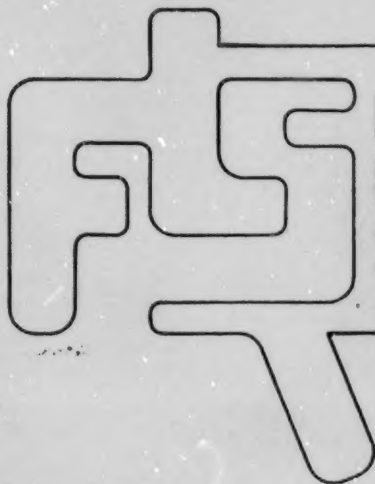
Strategy 4: Builders and realtors would be asked to provide estimates of the cost of the desired housing as a basis for comparing the relative merits of moving to a new house versus repairing the old one.

Strategy 5: John would investigate the costs of relocating, to see if the costs of moving and of living further from town would offset the expected savings.

Other strategies were developed for clarifying other partly clear and unclear forces, as the need for more data became apparent.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 15: THE RUPS MODEL
Set IX**



**FLORIDA
LINKAGE
SYSTEM**

A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

June 1978

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THE RUPS MODEL

ACTIVITY	TIME	RATIONALE
1. Introduction to the module	3 minutes	To allow participants to form appropriate expectations
2. Read first paper and respond to worksheet	20 minutes	To present the problems in applying research and to introduce the model
3. Share worksheets	10 minutes	To develop understanding of the problems and the model
4. Read second paper and respond to worksheet	10 minutes	To provide a simple example of the RUPS model in use, and some practice in studying the model
5. Share worksheets in teams	10 minutes	To develop and reinforce understanding of some diagnostic strategies

THE RUPS MODEL

ACTIVITY	TIME	RATIONALE
6. Check own problem solving strategies against the model	35 minutes	To provide practice in applying the RUPS model
7. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
8. Data Collection	2 minutes	To gather ongoing information about how participants perceive the training

THE RUPS MODEL

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Explain that this module introduces the RUPS model for school problem solving. At first glance, it seems to be a very complicated model, but its looks are deceiving. The process of problem solving through active research is complex, but the diagrams presented here provide a "cognitive map" to help problem solvers understand where they are in the process at any given time. This is another tool for simplifying problem solving by making it systematic.
HANDOUT 2, Paper "In Research Utilization" and Worksheet #1	Explain the purposes of the paper and ask participants to study it and respond to the worksheet. Tell them to work alone for 20 minutes.
Worksheet #1	Tell participants to synthesize their answers to the worksheet questions. Authoritative responses are not presented to demonstrate that the final decision makers in this process are the users of the system --in this case, the team. (Of course, they can call on any resources they need to satisfy their need for data or opinions.)
HANDOUT 3, "Case Study of the RUPS Process" and Worksheet #2	Direct participants to read and respond to the next paper and worksheet. Explain that it is a more detailed example of steps in the RUPS model, and of techniques for using it.
Worksheet #2	Tell participants they will have 10 minutes to share and discuss their worksheets. Explain the purpose of the activity and that the worksheet has no further use except for their study.

THE RUPS MODEL

MATERIALS	INSTRUCTIONAL STRATEGY
Worksheet #3, "Checklist for Diagnosing Own Situation"	Explain that the rest of the time is to be spent in team work analyzing their own problem-solving process with an identified concern. If no action has been taken in relation to a given item on the checklist, the time may be spent in planning to do so. Refer participants to item #8 on the checklist, "Questions to ask at each stage of problem solving."
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to complete the data collection forms.

A MODEL FOR APPLYING SCIENTIFIC KNOWLEDGE
TO SOLVE SCHOOL PROBLEMS: RUPS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the activity
20 minutes	Read the paper "In Research Utilization" and respond to worksheet
10 minutes	Share worksheet with team and synthesize answers
10 minutes	Read the paper "A Case Study of the Research Utilizing Problem Solving Process" and respond to worksheet
10 minutes	Share worksheet with team and synthesize answers
35 minutes	As a team, work together to complete the worksheet entitled "Checklist for Diagnosing Own Situation"
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To introduce the RUPS model to school teams
2. To provide some practice in studying the RUPS model
3. To provide some practice in applying the RUPS model

OVERVIEW

In this module participants are presented with a discussion of research utilization and a model for educational change. After a study of the model, teams will share and synthesize their responses to worksheets. Then they will read a brief case study to demonstrate the model. Next, participants will respond to a worksheet which will be used as the basis for a team discussion of the case study. Finally, participants will apply the model to their own situation by working together to analyze their own problem diagnosis processes in relation to an actual problem.

IN RESEARCH UTILIZATION *

Current changes in our society are stimulating needs for an increased rate of change in educational programs and practices. Change may be responded to in several ways, but we are interested here in the question: How can scientific knowledge be used to contribute to an orderly and creative process of planned change in education?

The Definitions

A definition of each element of this question--education, scientific knowledge, planned change, and utilization--will help clarify some possible answers to it.

Education is defined here as creating and maintaining good learning experiences for children. This must be considered in the context of the total school system, not just the classroom. The primary objective of the system is to support the child's motivation and perception of himself as a learner so he will be active in learning experiences. This is seen as the major responsibility of the teacher. The instrumental means require creating an organizational system which supports the teacher's efforts and providing the classroom with materials and curriculum designs which are up to date and appropriate in content and method. The structure of the school system is a coordination of educational processes at five levels of human behavior--the

*Adapted from a paper by Charles Jung, Acting Project Director; and Ronald Lippitt, Program Director, both of the Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, the University of Michigan.

pupil as a functioning, unique self; the classroom peer group; direct workers with the pupils (e.g., teacher, counselor, etc.); those who directly facilitate or inhibit the efforts of the direct workers; and persons who influence the policy and structure of the school system as a total community organization. Persons at these levels need to have three kinds of awareness and knowledge in order to help improve educational activities: (1) a diagnosis of the priority needs for change; (2) an awareness of existing innovations as alternatives for action toward change; (3) knowledge of the resources available to work toward change.

Scientific Knowledge includes theory, research findings, and research methodologies. This knowledge is considered to be scientific to the extent that it comes as the result of an objective process of determining the actual causal processes and consequences for learning of various types of educational interventions. For example, a fifth-grade teacher may realize that in his classroom the children do not respond well to his efforts to support them in carrying on active discussions about social studies materials. He may suspect that this is because fifth-grade children are not generally interested in social studies. However, he has the children respond to an objective questionnaire asking about their interest in social studies and their reactions to classroom discussions. The responses are that 27 of the 32 pupils like social studies very much, that each of the students would like to discuss it more freely, but that each also thinks that the others are not very interested and would evaluate him negatively as a teacher's pet if he were a more active learner. The teacher's knowledge about his own class is at this point scientific. If he wished to develop scientific knowledge concerning the pattern of interest in social studies of all fifth grades in

the school system, he would have to get questionnaire responses from all of them, or from a sample of them which was representative of all.

Scientific knowledge is generated by university centers, school systems, research programs, and individual teachers. Such knowledge is being accumulated rapidly and is relevant to all levels of process in the school system--pupil, peers, direct workers, administrators, and policy-makers. It is also available concerning how organizational structures and processes affect persons at these levels. Some of the relevant knowledge comes from the study of other settings such as industry, agriculture, and public health. Some is basic research (studies of how conditioning affects learning in animals), and some is applied research (studies of how children respond to role-playing as a technique for improving interpersonal relations in the classroom).

Planned Change is defined as the inclusion of certain basic problem-solving phases in adapting to an action concern. These include: identification of the concern; diagnosis of the concern, involving retrieval of relevant knowledge and derivation of implications from that knowledge; formulation of action alternatives; feasibility testing of selected action alternatives, including training and evaluation; and adoption and diffusion of successful alternatives.

Utilization of research is defined by Havelock and Benne in terms of both a process and a structure.¹ The process involves a flow of information

¹Havelock, R., and Benne, K. "An Exploratory Study of Knowledge Utilization." An unpublished COPED Working Paper, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Ann Arbor, 1965.

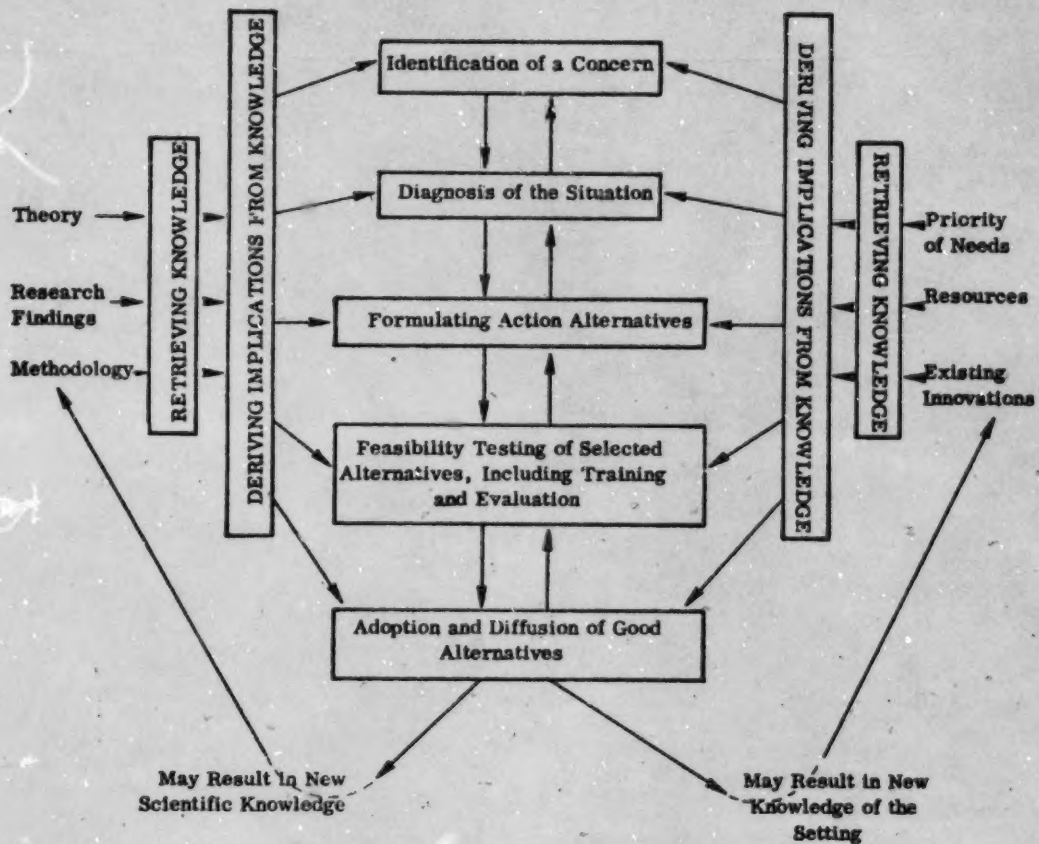
from basic research, to development of applications, to action, to dissemination by the practitioner, to use by the consumer. Among any of these four elements there might be a need for special linkage activities. Structure of utilization refers to the organization of the roles of researcher, developer, practitioner, consumer, and linker.

A Utilization Model for Education

As the diagram on the following page indicates, the definitions which have been given can be combined into a model for educational change that represents the process of utilization. The core of this process is the problem-solving phases of planned change. Each of these phases may, or may not, draw on the practitioner's knowledge of educational settings and the social scientist's scientific knowledge. To the extent that they draw on the latter in creating products for the former, the process becomes one of utilizing scientific knowledge. It should be noted that educational innovations are developed which do not draw upon scientific knowledge; also there is much relevant scientific knowledge which has not yet been utilized by educational practitioners.

KNOWLEDGE UTILIZATION MODEL FOR EDUCATIONAL CHANGE

SCIENTIFIC KNOWLEDGE -----may draw on----- THE PROCESS -----may draw on----- KNOWLEDGE OF THE EDUCATIONAL SETTING



*Jung, Charles and Ronald Lippitt. "The Study of Change as a Concept--in Research Utilization." Theory Into Practice. 5:25-29; February 1966.

Scientific Knowledge as Curriculum Content

Scientific knowledge is often used in creating and revising curriculum, especially in the natural and physical sciences, e.g., the "new physics" and the "new math." Less has been done to use the social sciences as curriculum. In a current study, teams of social scientists and school system personnel are now collaborating in the creation of social science curricula for the elementary and secondary grades.²

Deriving Implications from Research Findings

Research findings seldom provide direct answers about what the educator should do in dealing with a problem. For example, the teacher concerned about how to get his pupils to be more active in class participation is not likely to discover research findings which tell him exactly what to do. To get help from research, he will need to derive implications from the findings that might help meet his classroom situation. Deriving implications from research is one of the most critical, and perhaps most overlooked, parts of the process of research utilization. Two examples of deriving implications from research are described as follows.

Implications were derived from research to meet a school system's concern with how to work more effectively with "in-betweeners," the elementary school children from deprived backgrounds who were not old enough to be out of school in any legitimate capacity, but whose socio-emotionally disturbed behavior was

²Fox, Robert, and Lippitt, Ronald. A University of Michigan Social Science Curriculum Project, Center for Research on Utilization of Scientific Knowledge. Chicago: Science Research Associates, Inc. In press.

too much for the schools to contain.³ A search was made of research of such children and their social setting. Here are some examples of findings and the implications derived from them.

Finding: The regular teacher is perceived more negatively by boys who later become delinquent than by matched boys with identical IQ's who did not get into trouble.

Possible Implication: The program should provide an opportunity to work toward a positive relationship with a special teacher, and to work directly on relations with other regular teachers.

Finding: The students in the classrooms are crucial definers of what competencies and behaviors are accepted and rewarded.

Possible Implication: Individual values and norms of a pupil can best be modified through the guided influence of "pro teacher," "pro school" peers.

Finding: There tends to be very little transfer of human relations learnings, scholarship and attitudes from the training setting to other classrooms unless transfer is directly worked on, and continuing opportunities for practice are offered.

Possible Implication: The chances of affecting the child's total life are greater if he is not isolated in a special training setting, but continues relations in the regular school. Work on relations in other settings should be part of the special training program.

³Jung, C. "Flint Schools Experimental Program for the Emotionally Handicapped." Seven reports are available from the Institute for Social Research, University of Michigan, 1962-1964. A package of training materials "Helping the In-betweeners" is available through Addison-Wesley Publishing Company, Inc., Reading, Massachusetts.

When considered along with knowledge about the particular school setting, implications such as these led to development of a multiple entry program. It included: a special classroom where eight children spent half the day, and returned to regular classrooms the other half; work with parents of these children concerning their influence on the child's school adjustment; efforts by regular classroom teachers to create innovations to improve human relations in their classes; and an after-school activities club to support a better adjustment of these children with their more stable peers.

Evaluation of this program indicated that each of its four areas had a strong potential for helping "in-betweeners" improve their school adjustment. However, at the end of the experimental period the program was not continued. This was not because of inadequate resources or failure of the program--it was discontinued primarily because there were no procedures within the system for dealing with the problems involved in assimilating an innovative program. A project is currently under way to explore ways in which school systems can change to cope with their problems of implementing change.⁴ This project, which represents a second example of derivation work, calls for derivation of implications from several areas of research--learning; influences on the child as a learner; influences on the teacher; effective administrative procedures; effective organizational structures and procedures; and ways to support coordinated efforts of the different areas of the socialization community. This project will demand the best efforts of

⁴Cooperative Project for Educational Development (COPED), sponsored by the U.S. Office of Education at the Institute for Social Research, University of Michigan.

educational practitioners and social scientists working together. It will seek to develop models of how school systems can incorporate research and development functions into the school organization.

Using Scientific Methodology

The model of research utilization for educational change demands retrieval of knowledge of the educational setting. The methodologies of science can be borrowed by the practitioner and adapted as aids to gain this knowledge. For example, research questionnaires have been used with students to discover how classroom norms and interpersonal relationships influence learning.⁵ Many of these research instruments have been modified by teachers to use in their own classrooms as diagnostic tools. General research findings help them consider what kinds of things may be helpful to know about in their classrooms, and use of diagnostic tools helps them to determine more clearly what is happening in their own classroom groups. This is illustrated by one teacher who started the school year with what she called "an angry group" of fifth graders.⁶ She did not know why they were so negative or why they remained that way. Questionnaire data revealed that the students selected by their classmates as highly influential were also the most anti-teacher, anti-school members of the class. This knowledge led the teacher to develop a plan whereby these peer leaders helped in an after-school

⁵Schmuck, R.; Fox, R.; Lippitt, R.; and Van Egmond, B. Understanding Classroom Social Relations and Learning. Chicago: Science Research Associates, Inc. In press.

⁶Jung, C. "The Classroom Human Relations Program." A report of the Institute for Social Research, University of Michigan, 1964.

club for younger children. This helped the children change their negative orientation and led to a generally improved situation in her classroom. These children also turned out to be good helpers of the younger children.

It seems feasible that principals and other administrators could find similar use for diagnostic tools to do a better job of securing accurate knowledge about their systems. These tools might be developed by modifying research instruments such as the questionnaire used to identify factors that facilitate or inhibit development and sharing of innovations among teachers. Another resource might be the kinds of instruments developed to study creativity and productivity in industrial organizations. The use of scientific methodology by educators for diagnosis represents a resource which has scarcely been tapped.

In addition to its potential diagnostic value, scientific methodology may be useful in providing the educator with evaluative feedback. For example, teachers get little supportive feedback on their teaching efforts, except through the results of achievement tests. The teacher who has done an excellent job of promoting her pupils' motivation to be learners, or of supporting a classroom climate conducive to the creative application of learning, has no concrete evidence of her contributions. Social science methodology has reached a stage where evaluative tools could be available for teachers to use in getting such helpful feedback.

Involving Social Scientists

The model of research utilization to facilitate educational change is a process requiring supportive collaboration among people. The process ends with a change of practice in the school setting--the educator being the

crucial element. Given adequate skills of retrieving and using knowledge and of carrying out the phases of planned change, it is conceivable that he could carry out the process alone. But some of the skills involved in effective change are different from those he has learned and used, and it is questionable whether he should take the time to develop such skills. It would be more economical and valuable for him to develop a high level of competence in using social scientists to help with some aspects of the utilization process. This may call for the development of some new functions and roles in the school system to provide better linkage to scientific knowledge and to social scientists who can help identify and use new knowledge and methods.

When given clearly defined tasks, social scientists might be especially helpful in these instances: contributing to the retrieval of appropriate theory and findings; reacting to the validity of derived implications; adapting methodology to creation of diagnostic and evaluative tools; conducting values inquiry into the assumptions which underlie practices; creating training experiences for practitioners to develop skills required by innovations; and conducting new research on the process of research utilization itself. By working together the social scientists may also benefit by gaining a better perspective of actual situations which could add to the quality of their theorizing and research efforts.

Some Questions and Needs

It has been noted that the utilization of scientific knowledge for planned change in education calls for involvement of three roles--the roles of educators, of researchers, and of linkers between the first two. Each kind

of role must take some initiative and responsibility in the research utilization process. Because the process has been little used in the field of education, there are many questions which need to be explored. Which roles should do what in regard to problem identification, diagnostic work on the setting, retrieval of research findings, derivation of implications from research, feasibility testing of action alternatives, and diffusion of innovations in such a way that they can be adopted or adapted by others? Are there new orientations, functions, and roles needed to carry out this process? What kinds of linkage roles are needed and from what settings? If new functions call for new skills, where and how can the training of such skills be provided? Are new institutional structures needed to support this process?

Four major kinds of needs must be met in order to begin to make progress toward answers to such questions. First there is a need for collaboration between researchers and educational practitioners. Miles advances the concept of setting up "temporary systems" as one way to respond to this need.⁷ For example, representatives from research institutions, schools of education, and school systems may form a "temporary system" to collaborate for a period of time on a utilization project. Second, there is a need for the university setting and the school system each to explore the use of new functions to support the utilization process. So long as each waits expectantly for the other to take initiative and responsibility, little will be accomplished.

⁷Miles, Matthew B. "On Temporary Systems," Innovation in Education. New York: Teachers College, Columbia University, 1964, pp. 437-90.

If only one takes the initiative, there may be many apprehensions and misperceptions to work through on the part of the other. Both settings must be experimental and ready to change their structure in order that mutually beneficial collaboration becomes possible.

The third major kind of need to be met is that of identifying and developing training resources. Persons in both settings will need to develop new orientations and new skills of problem-solving and collaborating. Experience to date indicates that little is accomplished by simply bringing researchers and practitioners together. Unless there are some real changes in the people who need to be involved, little change is likely to result. A technology of training must be identified, developed, and made readily available. Finally, research is needed on the process of utilization and on institutional structures which support it. Research is especially needed regarding retrieval of findings, derivation of implications, interpersonal skills for collaborating, skill-training technology, and action-research skills for field diagnosis and evaluation.

WORKSHEET #1

Study the paper "In Research Utilization," by Jung and Lippitt and work alone to answer the questions below. Share and discuss your answers with your teams.

I. Trace the problem-solving steps of the fifth grade teacher who realized that in his classroom the children do not respond well to his efforts to support them in carrying on active discussions about social studies materials.

1. Where in the model (HANDOUT 2, p. 5) is he when he suspects that fifth grade children are not generally interested in social studies?

2. Where in the model is he when he asks pupils to respond to an objective questionnaire about their interest in social studies and their reaction to classroom discussion?

3. Where in the model is he operating when he studies their responses to the questionnaire?

4. Where in the model would he be if he decided to inform the pupils of the results of the questionnaire?

5. What are some of the tools of scientific methodology mentioned in the paper and what specific uses have been made of them?

6. What are the five levels of human behavior in the structure of the school system?

7. What kinds of awareness and knowledge do these persons need to help improve educational activities?

8. What use is made of research findings?

9. What three role groups are involved in the utilization of scientific knowledge for planned change in education?

10. What four major needs must be met in order to begin to make progress in answering questions about using research findings to improve schools?

A CASE STUDY OF THE RESEARCH UTILIZING PROBLEM-SOLVING PROCESS

Suppose that a teacher came to you and said, "The group of children that I'm working with this year is very difficult. There is one child in particular who seems to cause the trouble. Do you think I should remove that child from the group? Do you believe this might solve my problem?" You would need to ask many questions of this teacher in order to be helpful. This situation can be compared to a patient who comes to a doctor and says, "I have a terrible headache. Do you think I should undergo brain surgery?" The doctor naturally would conduct a careful diagnostic examination before even considering what action to take.

In both of these problem situations, someone has jumped directly from a problem to considering a plan of action. The real problem in both cases is that several important steps in the problem-solving process have been omitted. This paper will review those steps and give particular attention to the force field technique of diagnosing a problem.

Action-Research Steps of Problem Solving

1. Identifying the Problem: Who is causing it and who is affected by it? What specific goals would be needed to resolve it? What kind of a problem is it? For example:

SELF:

Conflict of values and attitudes; my lack of skills; my inability to express feelings; a different perception

OTHER:	Lack of understanding or skills; unwillingness to use resources conflict about values and attitudes
ORGANIZATIONS:	Lack of communication channels, scheduled time and resources; lack of clarity about membership roles and norms; power conflicts in decision making; lack of support for innovation
SOCIETY:	Conflict between community and school values; lack of clarity about goals; other structures in conflict with school structures

What sources from research information would be needed to define more clearly the type of problem and the validity of goal solution?

2. Diagnosing the Problem Situation: Once the problem has been clearly stated in terms of goals to be attained, one should identify the forces operating in the situation which tend to push toward or against a particular goal. As the true forces are identified, it often becomes clear that the goals which were first thought to represent a solution are incorrect or inadequate. New goals must be stated and new forces identified repeatedly as one works toward resolving the problem. Diagnosis is a continuous part of problem solving.
3. Considering Action Alternatives: As diagnostic work progresses, a range of action alternatives should emerge. Each should be considered in relation to knowledge of the forces operating in the problem situation. If one or some combination of the alternatives is tried, what will happen to the forces pushing toward or away from a particular goal? How will the forces operate to influence the success or failure of a trial of a particular action alternative?

4. Trying Out an Action Plan: At some point, one or a combination of the action alternatives will be attempted. As the attempt is made, information will be needed to assess whether there is movement toward the goals. This includes discovery of the forces that are changing to understand what is accounting for movement, or the lack of it. Such assessment provides both an evaluation of progress and a new diagnostic picture. It clarifies the next action steps which need to be taken. It also may identify additional skills which may be needed in order to move ahead. This latter type of information should be the basis of inservice training closely related to any action program.
5. Diffusion and Adaptation: Information gained from action experience in dealing with a problem should be shared with others who face similar problems. Information to be diffused should include: a clear, specific problem statement; the forces involved in the problem situation; a description of action taken to change the forces; results of action including failures as well as successes; special problems that were encountered; and special skills that were needed to carry out particular actions. These kinds of information make it possible for persons in another setting to adapt elements of what was tried to their own diagnosis of their particular problem situations.

Continuous attention to diagnosis is the cornerstone of the action-research steps of problem solving. Without complete, accurate diagnosis, problems in youth work tend to multiply. Fads are accepted which don't really fit the local

situations where they are applied. Potentially good solutions are abandoned without realizing the slight changes that would make them work. Decisions are made on the basis of people's ability to argue, or on the status of their positions, rather than on the true facts of the situation. Helpful innovations in youth work are rediscovered and die repeatedly without being effectively shared because people don't know what to tell or what to ask.

There are probably several reasons why good diagnostic work is not carried out very actively by people who work with youth. One is that it is comparatively difficult to identify clear goals in helping youth to grow. An engineer can make accurate estimates of the kinds and quantities of materials he needs to build a power dam to produce a given amount of electricity in a certain setting. It is vastly more complicated for a youth worker to estimate the kind of experience that will help a group of children develop a trait, such as interdependence, appropriate to their innate abilities and the probable opportunities of their life setting.

It is often difficult to get accurate information even when goals can be stated clearly in work with youth. The medical doctor listens with his stethoscope, views with his x-ray machine and analyzes with his chemical and electronic equipment. Youth workers are only beginning to be provided with tools developed by social scientists to gather relevant diagnostic data. These include sensitivity to feelings, inner values and attitudes; ways to learn of the perceptions people have of each other; and the norms which operate in groups to influence the behavior of the individuals in them.

An especially important barrier to becoming involved in good diagnostic work is simply the lack of awareness of the importance and satisfaction of such an effort. Spending time gathering information, thinking about it and planning on the basis of it is not a traditional part of the youth worker's role. There is little support or reward for time which is not spent in carrying out action or for time spent in working directly with youth or in carrying out administrative details.

Force Field Technique for Diagnosing a Problem

To use this technique, one must first state a problem in terms of a clear goal. An example will be used to illustrate the technique. Mr. Smith is a youth worker who states his problem as follows:

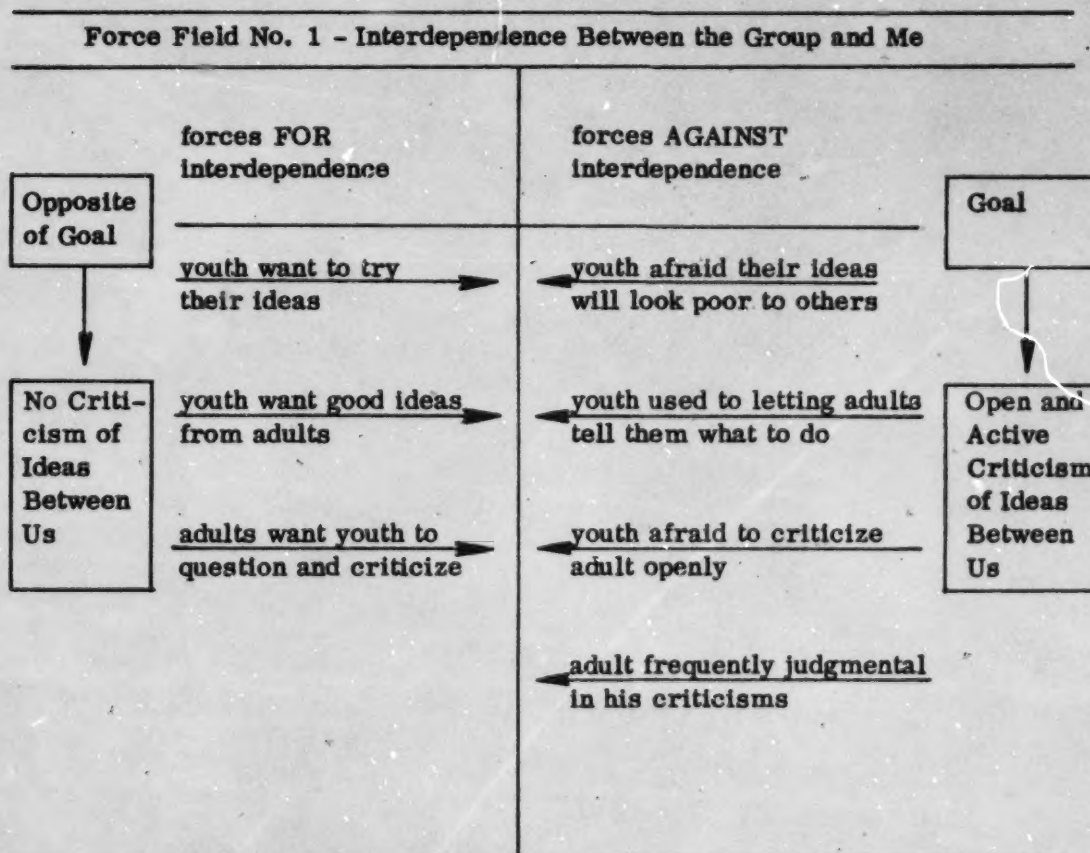
As an adult working with a group of youth, I'm concerned about developing interdependence between us. I don't want the youth in our group to do things just because I suggest them. On the other hand, I don't want them to reject ideas just because they come from the adult. I have a goal for the group of becoming more open and active in criticizing what they see as helpful and nonhelpful in my suggestions and of seeking my reactions to theirs.

Mr. Smith now is ready to write out his first force field. He takes a blank sheet of paper and writes the general nature of the problem at the top. He then draws a horizontal line across the top. On the left side of the line he writes the words "forces for interdependence." On the right side he writes "forces against interdependence." In the right margin of the paper he writes the goal which he has specified for his problem, "open and active criticism of ideas between the group and me." In the left margin of the paper he writes the opposite of his goal, "no criticism of ideas between the group and me."

Now he draws a vertical line down the middle of the page. This line represents the way things are at the moment with regard to open and active criticism between him and the group. Things are the way they are at the moment because there is a set of forces pushing from the left toward open and active criticism and an equal set of forces pushing from the right against openness and activeness. If the forces on the left become stronger while those on the right stay the same or get weaker, the line will move toward the right--toward more openness and activeness. Mr. Smith now must write out what he believes to be the important forces operating in this situation.

Diagram I presents his first effort at writing out the force field.

DIAGRAM I



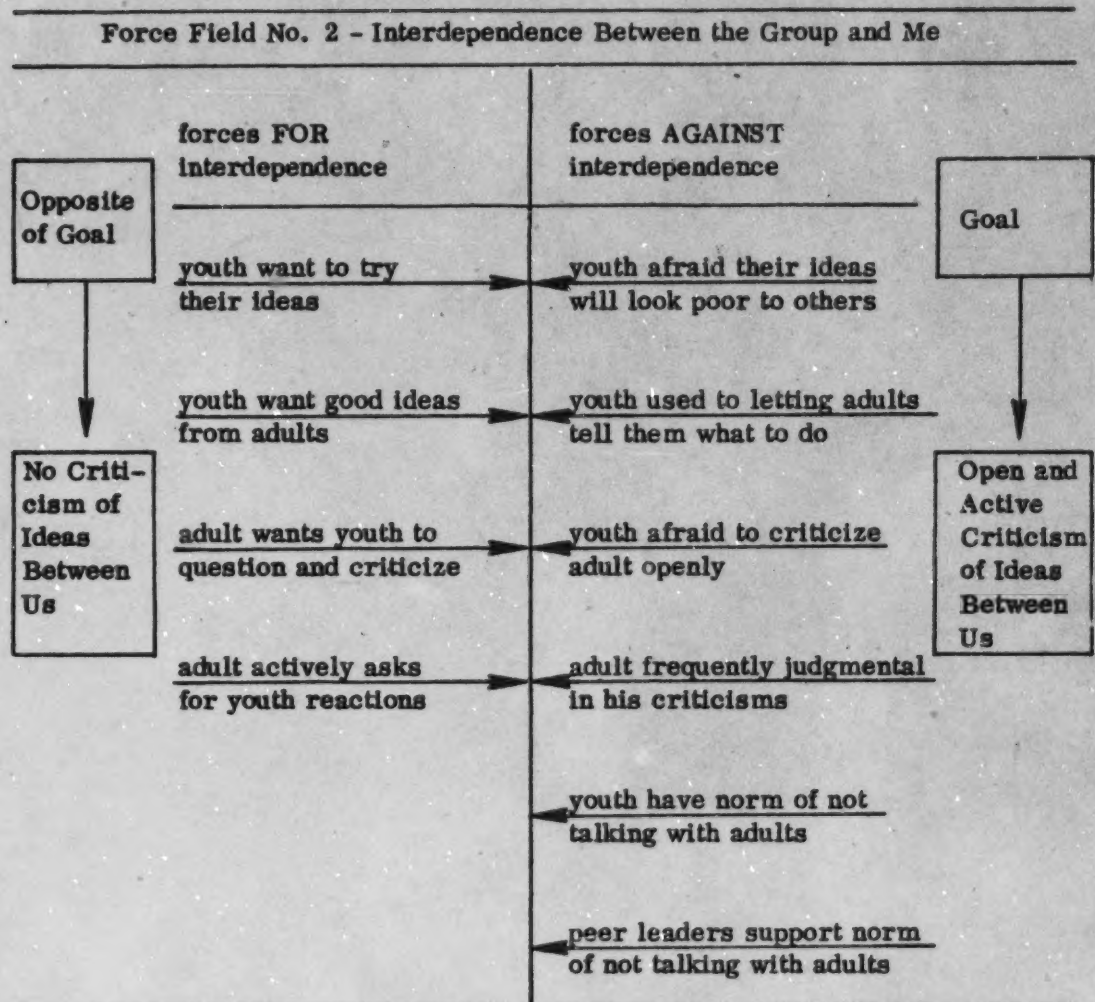
Mr. Smith wasn't very satisfied with his first effort to draw the force field. He suspected there were additional forces other than the ones he had thought of. During his next meeting with the youth, he raised the question of how people felt about discussing each other's ideas. He asked specifically for their reactions to some of the ideas he had recently suggested. He especially asked them to share their reactions. However, they seemed reserved about giving them. Later, one of them told him privately, "We just don't talk about that with adults. I would have said some things, but the other kids would have thought I was being an apple polisher."

Mr. Smith believed he had learned two things from the discussion. One was that an additional "force for" was to actively ask the youth for their reactions. Another was that there was some kind of norm among the youth about not talking to adults in a way that would be seen as "apple polishing." This norm appeared to be an important "force against." He thought maybe the peer leadership of the group was an important "force against" which was affecting the way this norm operated in the group.

In Diagram II, on page 8, Mr. Smith has added these three forces to the force field.

After adding these forces he began to do three more things with his force field. First, he ranked all of the forces in terms of how important he thought they were in trying to change the situation. He put a number 1 by that force field which he believed would yield the most movement toward the goal if it could be changed. He put a 2 by the force that he thought would result in the second greatest amount of movement if changed, and so forth. Second, he

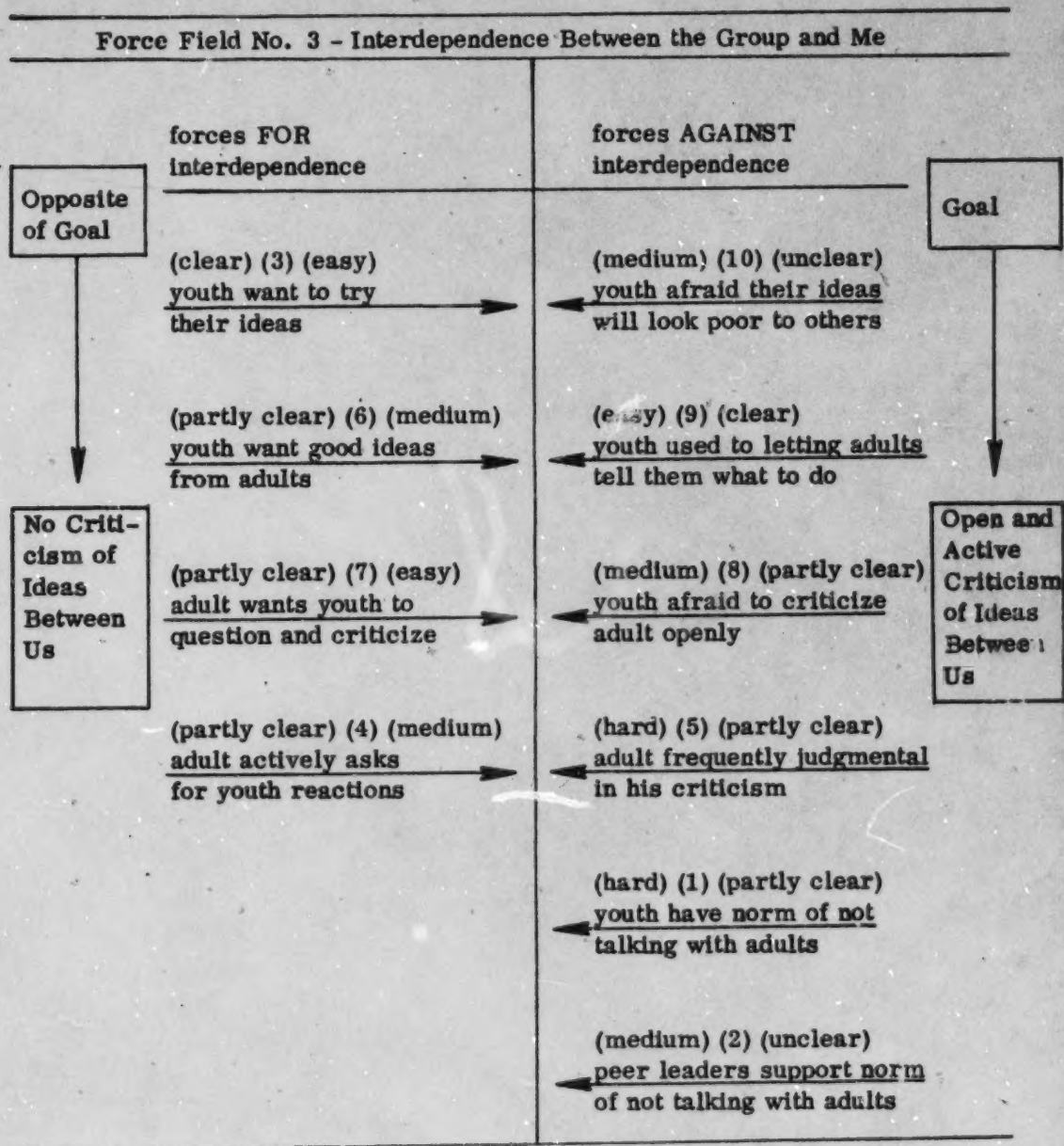
DIAGRAM II



rated each force in terms of how easy he thought it would be for him to bring about some change in it. He gave each force a rating of hard, medium or easy. Third, he again rated each force, this time in terms of how clear he was about whether it really was a force. Was he just imagining it to be a force, or was it really operating? He labeled each force as clear, partly clear, unclear.

Diagram III presents Mr. Smith's force field as he ranked and rated the forces he discovered.

DIAGRAM III



Now, Mr. Smith had a picture of what he thought was going on in his problem situation. The most important thing that stood out to him was that he was not very clear about some of the forces which he guessed to be important. He went back to the youth to get more information about forces that were not clear. He got information both through discussions and by using questionnaires. The force which he had ranked as most important seemed so complex to him that he wrote out a force field diagram about it!

This helped him identify further forces and questions he needed to discuss with the youth. Mr. Smith also began to consider ways he could alter some of the forces. He put some of these alternatives into action. His efforts to get information from the youth to determine the force fields turned out to be an action plan in itself which proved helpful. Mr. Smith found the group changing in the direction of his goal.

At the end of several weeks, Mr. Smith found it helpful to look back over his efforts. He could note the changes which had occurred in his force field over time. He knew that his current force field diagram was much more accurate than his first attempts had been. It was based on careful data gathering. He had gathered some kinds of data several times so that he could see evaluatively how some of the forces had changed in response to the action efforts that he and the youth had worked out. Most exciting to Mr. Smith was his discovery that he could share the force field technique with the youth. Now they were working together on diagnosing goal situations, planning action for the group and evaluating the reasons for success and failure.

Summary

A person applying the force field technique in diagnosing a problem and/or deriving the most appropriate solution will have completed the following process steps:

1. Identified a problem/goal
2. Stated a problem applying all criteria
3. Listed forces for and against in proper form
4. Ranked forces in numerical scales as to importance
5. Rated forces as to resistance to change and clarity of evidence
6. Gathered data about problem
7. Evaluated data and derived other forces, etc.
8. Derived and stated appropriate solution strategy
9. Evaluated solution effectiveness

Summary for Criteria of Ranking and Rating

Ranking:

- A. Importance is defined as significance. How important or significant is a force in yielding the most movement toward the goals?

Rating:

- A. Strength refers to resistance to change. How easy or hard would it be to change that force? Is it hard, medium or easy?
- B. Clarity refers to evidence. What evidence is there that it is a force? How clear is it to me that it is a force?

WORKSHEET #2

II. Read the paper entitled: "A Case Study of the Research Utilizing Problem-Solving Process" and work alone to answer the questions below. Share and discuss your answers with your teams.

1. What should be the basis for decision making for problem solving?

2. Name some techniques and strategies for gathering data described here.

3. What were the specific tasks, step-by-step, by the leader, Mr. Smith, to conduct a careful diagnostic examination of the problem?

4. What knowledge of the educational setting was retrieved and used for diagnosing the situation?

5. What scientific knowledge was drawn on to assist with the problem-solving process?

6. What were the implications of this knowledge? That is, what should be done, given this scientific knowledge and knowledge of the school setting?

7. What appear to be the key concepts in this approach to problem solving?

WORKSHEET #3

CHECKLIST FOR DIAGNOSING OWN SITUATION

III. Describe the school problem you are currently analyzing.

1. What steps have been taken to identify the concern?

2. What knowledge of the educational setting has been drawn on?

(a) What was revealed through retrieving knowledge about priority of needs?

(b) through retrieving knowledge about resources?

(c) about existing innovations?

3. What scientific knowledge has been drawn on?

(a) Is there a theory which helps explain the problem?

(b) Are there research findings which help?

(c) Are there methodologies from scientific research which can be useful?

4. What diagnosis of the situation has been made? (Go back to questions 2 and 3)

KNOWLEDGE DERIVED

(knowledge of educational setting)

(a) _____

(b) _____

(c) _____

(scientific knowledge)

(a) _____

(b) _____

(c) _____

IMPLICATIONS OF THE KNOWLEDGE

(a) _____

(b) _____

(c) _____

(a) _____

(b) _____

(c) _____

5. Have you formulated action alternatives? (Go back to questions 2 and 3)

KNOWLEDGE DERIVED

(knowledge of educational setting)

(a) _____

(b) _____

(c) _____

(scientific knowledge)

(a) _____

(b) _____

(c) _____

IMPLICATIONS OF THE KNOWLEDGE

(a) _____

(b) _____

(c) _____

(a) _____

(b) _____

(c) _____

6. Have you done any feasibility testing of selected alternatives? (Go back to questions 2 and 3)

KNOWLEDGE DERIVED

(knowledge of educational setting)

(a) _____

(b) _____

(c) _____

(scientific knowledge)

(a) _____

(b) _____

(c) _____

IMPLICATIONS OF THE KNOWLEDGE

(a) _____

(b) _____

(c) _____

(a) _____

(b) _____

(c) _____

7. Have you adapted and diffused good alternatives? (Go back to questions 2 and 3)

KNOWLEDGE DERIVED

(knowledge of educational setting)

(a) _____

(b) _____

(c) _____

(scientific knowledge)

(a) _____

(b) _____

(c) _____

IMPLICATIONS OF THE KNOWLEDGE

(a) _____

(b) _____

(c) _____

(a) _____

(b) _____

(c) _____

8. Seven Stages of Problem Solving* and Questions to Ask at Each Stage

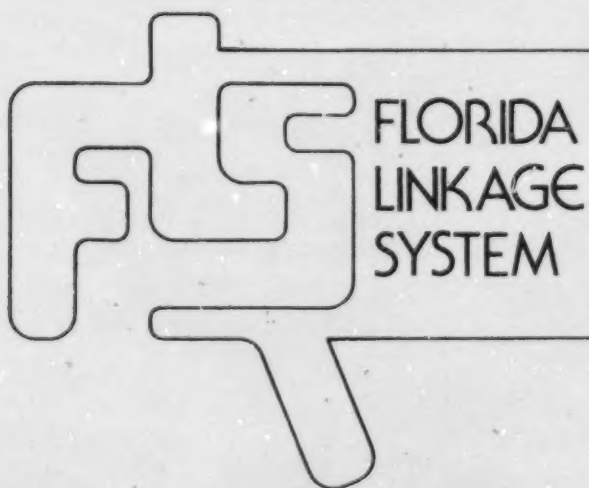
(a) Problem Solving Stages	(b) Questions to Ask at Each Stage
IDENTIFICATION OF THE CONCERN	What is needed?
DIAGNOSIS OF THE SITUATION	Why are things the way they are?
DATA GATHERING	How do I know?
CONSIDERING ACTION ALTERNATIVES	What can be done?
RESOURCE RETRIEVAL	What resources are there to do it?
TRYING AN ACTION PLAN	What will be tried?
DETERMINING AND MAINTAINING IMPROVEMENT	How will sources be determined and maintained?

*Research Utilizing Problem Solving (RUPS). Northwest Regional Educational Laboratory, Portland, Oregon.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 16: DEVELOPING AN
ACTION PLAN AND DEFINING ROLES**

Set IX



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

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1978

DEVELOPING AN ACTION PLAN AND DEFINING ROLES

ACTIVITY	TIME	RATIONALE
1. Introduce the session	5 minutes	To allow participants to form appropriate expectations
2. Select strategies for focus	20 minutes	To select strategies and to provide group input into mini-session selection
3. Review Bolman Model incorporated into the RUPS Model	10 minutes	
4. Define action steps and training needs for each role represented	10 minutes	
5. Teams agree to assignments, share choices	15 minutes	
6. Share plans with another team	25 minutes	To obtain feedback from another perspective

DEVELOPING AN ACTION PLAN AND DEFINING ROLES

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Review schedule and objectives for Session 1. The session can be used to prepare for mini-sessions, to attend some other type of training, or to gather data in some other way. Review the forces in the Force Field Analysis. Each force suggests the need for strategies to deal with it. Begin to develop action plans for carrying out these strategies.
HANDOUT 2	Review the Bolman Model incorporated into the RUPS Model, using HANDOUT 2. Explain that problem solving work we have done so far corresponds mostly to the stage called "Diagnosis of the Situation." As we move into developing strategies, we are in the stage of problem solving designated "Formulating Action Alternatives." This activity suggests that by clarifying roles, teams will begin to develop the techniques for carrying out their strategies.
HANDOUT 3, Worksheet "Formulating Action Alternatives"	Ask participants to work out HANDOUT 3, referring to HANDOUT 2 as needed. If specific training sessions have not been planned, the third page of HANDOUT 3 should be omitted. When individuals have completed the worksheet, it should be shared with the team. The team should understand and agree to the purposes for assigning each member to training sessions.
Newsprint, pens & tape	Ask teams to share plans with paired team and solicit feedback on the first steps in their action plans.

DEVELOPING AN ACTION PLAN AND DEFINING ROLES

ACTIVITY	TIME	RATIONALE
7. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
8. Data Collection	5 minutes	To obtain information about how participants view the training so far

DEVELOPING AN ACTION PLAN AND DEFINING ROLES

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Cooperate with data collection in order to give feedback on training.

DEVELOPING AN ACTION PLAN AND DEFINING ROLES

SCHEDULE

<u>Time</u>	<u>Activity</u>
5 minutes	Introduction to the session
20 minutes	Select strategies for focus
35 minutes	Define training needs for each role and individual in the team
25 minutes	Share plans with another team
10 minutes	Closure
<u>5 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To provide an opportunity to explore training needs of team as a whole and each individual on the team
2. To reflect on the roles of each team member
3. To practice sharing plans and impressions to increase team building skills

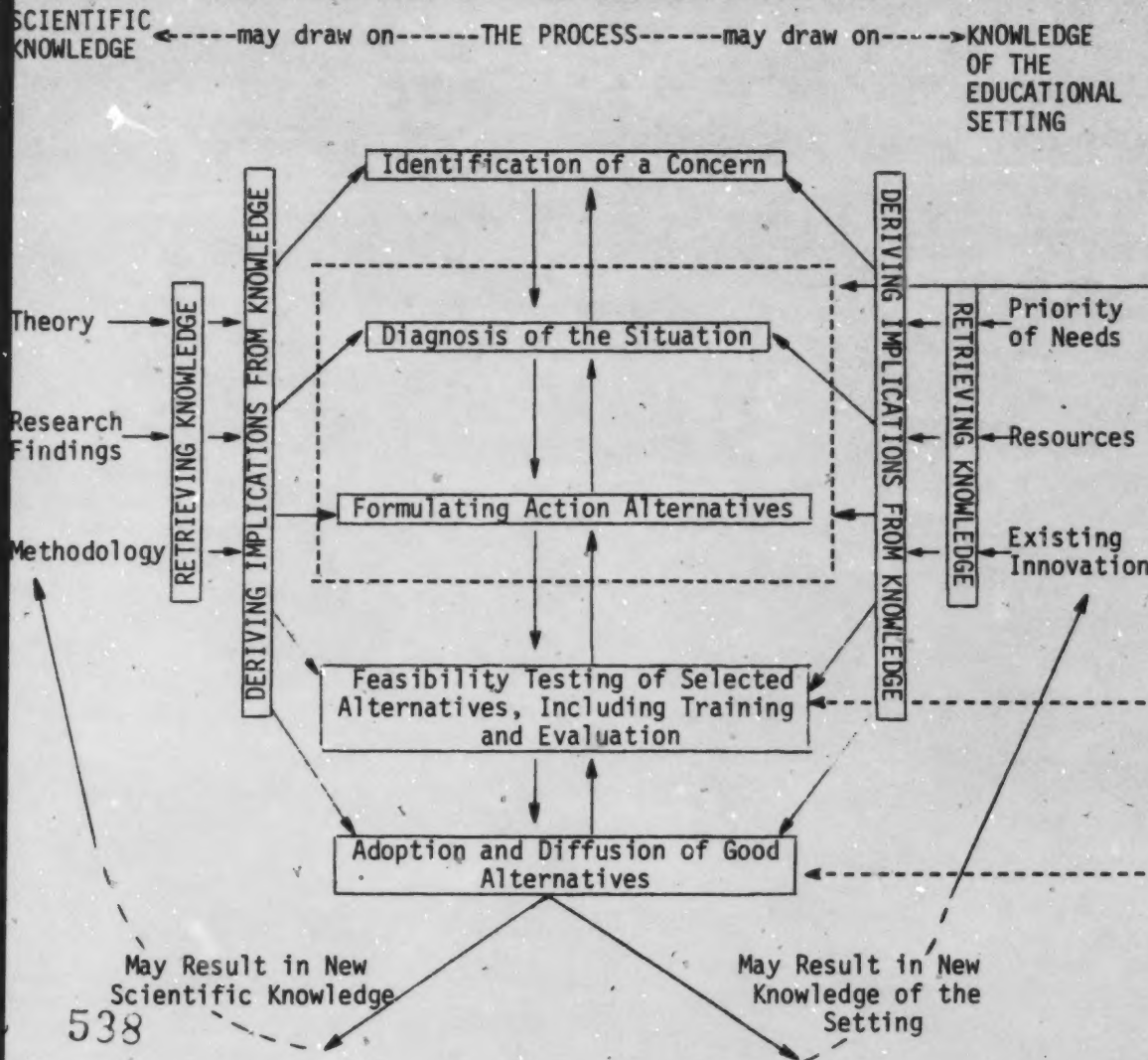
OVERVIEW

The module is intended to help a school team get organized for action. It was designed specifically to be used in preparation for attending short training sessions (see Module 17, The Exploration of Alternatives), but can be helpful for plans which do not include immediate training. Participants are shown how to use the Bolman planning model with the RUPS model to help them define action steps for each role represented in the group. The team then shares its plan with another team in order to broaden the perspectives of each team.

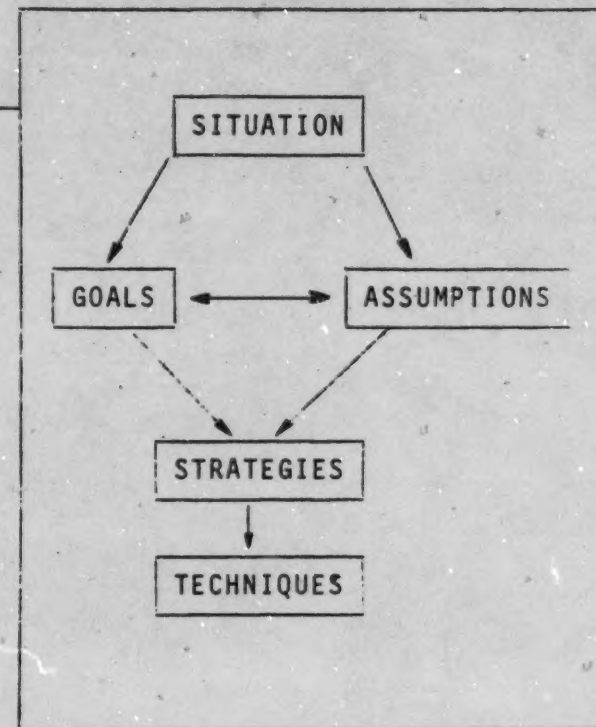
Training which is taken for its specific focus on a chosen strategy that is part of a systematic action plan is more likely to be useful than training chosen for other reasons. The process suggested here is meant to encourage school personnel to focus on forces, strategies and objectives in preparation for choosing action steps, including inservice training, for school problem solving, and to be clear about what the implications are for each role group in the action plan. Clear assignments and agreeable acceptance of assignments by each role group are essential for effective collaboration. When role groups are organized to function with clear assignments and clear goals, participants are allowed freedom for day-to-day decision making which keeps the project moving.

THE BOLMAN MODEL INCORPORATED INTO THE RUPS MODEL

RESEARCH UTILIZING PROBLEM SOLVING MODEL*



BOLMAN MODEL



The Bolman Model is a systematic planning model for combining objective and subjective data. It may be helpful at each stage of problem solving, whenever action planning takes place, and is being suggested for use now at the second and third stages: diagnosing the situation and formulating action alternatives.

*Jung, Charles and Ronald Lippitt. "The Study of Change as a Concept--in Research Utilization." Theory Into Practice. 5:25-29; Feb., 1966.

FORMULATING ACTION ALTERNATIVES

Work alone for ten minutes on this sheet. Refer to Description of Mini-Sessions to see which sessions might provide resources for each step. When you are finished, share your work with your team mates. The entire team should be in agreement about the assignments of each member.

The forces we are focusing on:

The strategies we are focusing on:

Our objective(s) in selecting this focus:

ACTION PLAN (Step 1)

The implications for each role group are:

The principal should:

Step 1
Step 2
etc.

The teacher(s) should:

Step 1
Step 2
etc.

The linkers should:

Step 1
Step 2
etc.

TEC Linkers:

Step 1
Step 2
etc.

District Linkers:

Step 1
Step 2
etc.

College linkers:

Step 1
Step 2
etc.

DOE Linkers:

Step 1
Step 2
etc.

Professional Association Linkers:

Step 1
Step 2
etc.

Others:

When the team has agreed to task assignments for each member of the team, they should post the assignments on newsprint and proceed to the next step.

STEP 2: Selection of Mini-Sessions for Resources/Services/Solutions

Skills I need to carry out
these functions:

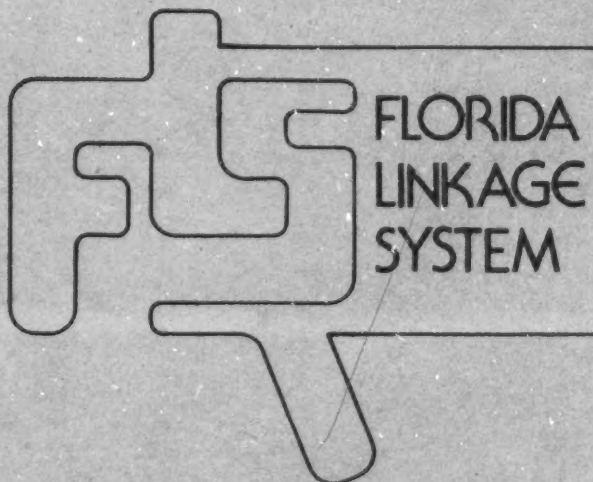
Mini-Sessions which will
provide training for this:

Information I need to carry
out these functions:

Mini-sessions which will
provide training for this.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 17: EXPLORATION OF ALTERNATIVES
Set X**



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
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EXPLORATION OF ALTERNATIVES
(MINI-SESSIONS)

OVERVIEW

When individuals discover help which can be useful to the team in removing obstacles, and are able to bring their learning to bear on the team's purposes, linking is shown to be a useful process.

In this session, participants attend training sessions chosen from among alternatives for their relation to skills needed by a specific role group to carry out its assignment in the team's action plan. The type of training which is offered is in response to input ahead of time from trainees about the kinds of training they foresee as useful.

The mini-sessions are included in the FLS training to simulate linking, and to provide participants with opportunities for specialized training in skills needed for carrying out the functions of various role groups. The preceding module (#16, Developing an Action Plan and Defining Roles) and the following module (#18, Simulating Linking to Revise Plans) along with one or several mini-sessions chosen from among alternatives provide a model process of linking.

EXPLORATION OF ALTERNATIVES

PREPARATION FOR MINI-SESSIONS (for trainers)

Module 17, Exploration of Alternatives, is part of a three-module mini-design intended to simulate linking. There is the additional purpose of the module to provide participants with opportunities for specialized training in skills needed for carrying out the functions of various role groups. Participants should experience the three modules (#16, #17, and #18) close together in time so that the continuity of purpose between the modules is not lost. In Module 16, participants develop a clear rationale for selecting training because of its relationship to a focused strategy. If too much time lapses before the training, the purpose of the training may be less clear, and the participants less open psychologically. The third module's effectiveness depends upon the participants sharing their learning experiences, and incorporating the learnings into the group's plan. Obviously, if participants can regroup immediately after the training session, their memories of the training and its relation to the stated problem will be most clear. The simulation concludes with teams revising their plans to utilize the data which results from their sharing.

When the training and sharing are very fruitful, a norm of openness in the group is reinforced, and teamwork is strengthened. For this reason, the quality of the training which is offered in mini-sessions is crucial.

On the following pages are the descriptions of mini-sessions used in field tests. These descriptions were provided to participants. The topics were chosen in response to input ahead of time from trainees about

the kinds of training they foresaw as useful. Topics include leadership styles, group process and communications skills, evaluation, change theory, proposal writing, test-wiseness, the presentation of research products, and a discussion on preparing the search request. When assessing the mini-session training needs of participants, care should be taken to be sure that participants have a clear understanding of the purpose of the training.

The needs of training participants could change considerably, depending on the circumstances of time, place and participant groups. The trainer may need to call upon training designers to assist in the selection or development of training which is timely and relevant.

MINI-SESSION #1

<u>Title</u>	<u>Leader</u>	<u>Room</u>
1. Reducing Threat in the Process of Evaluation	Ron Springer	Room 4108
2. Personalized Instruction	Kathy Watson	Trophy Room
3. How Change Occurs	Sue Kinzer	Room 4111
4. The Assertive Experience	Jan Armstrong	Blue Ribbon Room
5. Test Wiseness	Stephanie Angel	Room 4109

(This packet is an example of mini-session arrangements
used in the FLS field test.)

MODULE 17 (p. 4)

DAY 4
SESSION 2
HANDOUT 2

MINI-SESSION #1

NOTES:

REDUCING THREAT IN THE PROCESS OF EVALUATION

Ron Springer, UF

Number: 30

In sextets, participants will engage in two role play dramatizations: Once as role player, then as observer. As role player, he will interact with the other two role players in ways that are specified by written instruction. As observer, he will use an instrument to record information about the behavior of one or more persons, and he will provide feedback to those persons.

Objectives

- to familiarize the participant with several methods of gathering low-inference data
- to familiarize the participant with methods for giving feedback which minimizes threat.

PERSONALIZED INSTRUCTION

Kathy Watson, UF

Number: Unlimited

Participants in this session will have the opportunity to examine a variety of learning games, centers and activities designed for increasing academic skills and promoting personal growth in students. On display will be examples of teacher developed and teacher tested materials which personalize instruction and promote acquisition of the basic skills.

Questions to be explored through informal discussion are:

- What are some strategies for classroom management and organization which deal with the underlying causes of disruptive behavior and discipline problems?
- How do we motivate students to become actively involved in the learning process?
- How can language and vocabulary be developed through games?
- How can photography be used to promote good self concepts and personal involvement in the language arts?
- How can teachers stimulate cognitive growth through art experiences?
- What resources can be tapped within your community to promote academic and social growth?
- How can you provide a stimulus for a caring relationship between the young and the old in your community?
- What are some solutions to the dilemma of promoting personal and cognitive growth?

HOW CHANGE OCCURS

Sue Kinzer, UF

Number: Unlimited

A study of several different change models, a bit of research and steps that have been identified with the change process. The session will involve a short presentation of ideas, opportunity for small group discussions on the management of change and application of theories/models to back-home situations.

Objectives

- to become familiar with several different models of change
- to examine steps that have been identified in a change process
(based on research)
- to relate models of change and identified steps to back-home situations
- to examine an instrument that assesses climate for change

THE ASSERTIVE EXPERIENCE

Jan Armstrong, MDCC

Number: Unlimited

Do you ever -

do a good job, but don't get credit for it?

feel you get lost in the system?

feel pressure to say "yes" when you want to say "no"?

Do you know the difference between the positive results of assertiveness and the negative results of aggressiveness? This mini-session will introduce these concepts through an experimental learning process. No matter how successful or liberated we become, there are recesses in all our lives where we find ourselves hesitant to speak up for ourselves, unable to respond to anger, and frustrated by the powerlessness we may feel in our dealings with others. To put it simply, we tend to avoid conflict.

Assertiveness training is a strategy which, if carried out properly, involves teaching one the art of direct communication. The way we handle situations influences who we are and how we feel about ourselves.

Objectives

- Define and differentiate among non-assertive, aggressive and assertive behavior
- Determine your present behavior style in group relationships and explore optional behavior
- Recognize the appropriate and inappropriate use of assertive behavior

TEST WISENESS

Stephanie Angel, Levin Associates

Number: Unlimited

This introductory workshop will emphasize the importance of developing in children the necessary skills involved in the process of test taking. It is vital for teachers to become aware of the various factors that drastically reduce children's test scores which are unrelated to their ability or achievement. The purpose of this workshop is to raise not only the awareness of teachers, but also to provide them with experiences and structures to incorporate test-taking skills into their curriculum. The content of the workshop focuses on three specific areas: feelings about test taking, and how to deal with them; specific test-taking skills; and maintaining a sense of control in the test-taking situation.

MINI-SESSION #2

<u>Title</u>	<u>Leader</u>	<u>Room</u>
1. Personalized Instruction (Repeat)	Kathy Watson	Trophy Room
2. Building a Positive Classroom Atmosphere for Reading	Stephanie Angel	Room 4109
3. Writing a Solution Implementation Proposal	Claire Duncan	Blue Ribbon Room
4. Options to Consider when making a Request for Search	John Moscicki	Award Room
5. Leadership and Group Roles	Steve Fain	Room 4111

MODULE 17 (p. 11)

DAY 4
SESSION 3
HANDOUT 2

MINI-SESSION #2

NOTES:

PERSONALIZED INSTRUCTION
(Repeat)

Kathy Watson, UF

Number: Unlimited

Participants in this session will have the opportunity to examine a variety of learning games, centers and activities designed for increasing academic skills and promoting personal growth in students. On display will be examples of teacher developed and teacher tested materials which personalize instruction and promote acquisition of the basic skills.

Questions to be explored through informal discussion are:

- What are some strategies for classroom management and organization which deal with the underlying causes of disruptive behavior and discipline problems?
- How do we motivate students to become actively involved in the learning process?
- How can language and vocabulary be developed through games?
- How can photography be used to promote good self concepts and personal involvement in the language arts?
- How can teachers stimulate cognitive growth through art experiences?
- What resources can be tapped within your community to promote academic and social growth?
- How can you provide a stimulus for a caring relationship between the young and the old in your community?
- What are some solutions to the dilemma of promoting personal and cognitive growth?

BUILDING A POSITIVE CLASSROOM ATMOSPHERE FOR READING

Stephanie Angel, Levin Associates

Number: Unlimited

This hands-on, field-tested workshop explores a variety of methods for developing a classroom atmosphere which allows students and teachers to feel a part of a group which shares common goals in the area of reading. This session addresses attitudes toward reading, student-teacher relationship skills and the use of experiential techniques to generate enthusiasm and commitment for the classroom program. The workshop will be conducted by Stephanie Angel, an experienced teacher and consultant who has field tested these approaches in her own classroom.

WRITING A SOLUTION IMPLEMENTATION PROPOSAL

Claire Duncan, DOE

Number: Unlimited

In order to secure funding once a decision is made as to what solution a site school wishes to adopt, a written plan including proposed implementation activities and anticipated costs, must be submitted to project management. This session will cover how the proposal is to be written. Lecture/Discussion. A written description of how the proposal should be written will be on a handout.

OPTIONS TO CONSIDER WHEN
MAKING A REQUEST FOR SEARCH

John Moscicki, FSU

Number 11

John Moscicki will conduct a session to review with you the kinds of information needed in making a Request for Search, and to answer questions about the description of your problem in such requests. The session will probably run more smoothly if no more than one person from each team attends.

LEADERSHIP AND GROUP ROLES

Steve Fain, FIU

Number: 20

1. Intergroup competition in puzzle construction to produced role behaviors on videotape.
2. Presentation of three leadership styles and their effect on groups carrying out same activity.
3. Self assessment inventory of leadership styles demonstrated above.

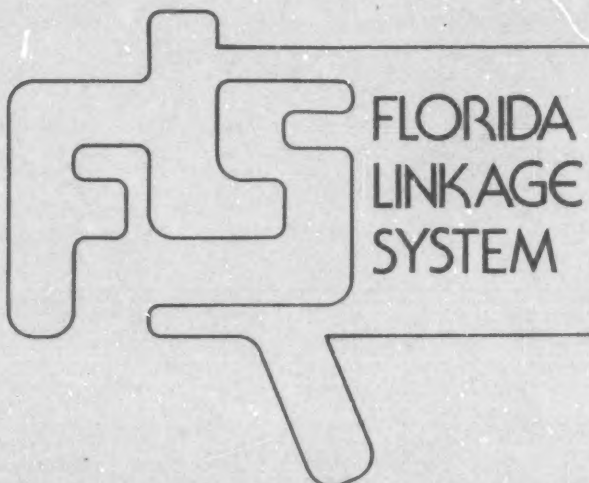
Objectives

- Basic understanding of group role behaviors
- Understanding of effects of varying leadership behaviors on group roles
- Self assessment of leadership styles

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 18: SIMULATING LINKING
TO REVISE PLANS**

Set X



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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SIMULATING LINKING TO REVISE PLANS

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
2. Share data gained from mini-sessions	25 minutes	To share data gained from training
3. Review data and begin back home action plan	30 minutes	To begin developing back-home strategies for problem solving
4. Share plan with another team	30 minutes	To practice team building skills and expand perspectives
5. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
6. Data Collection	2 minutes	To evaluate the training

SIMULATING LINKING TO REVISE PLANS

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Review the schedule and objectives and overview of session.
HANDOUT 2, Action Plan Newsprint, Pens & Tape	Ask each participant to share with team members what was learned at mini-sessions. Review the data teams have on problems and brainstorm what should be done back home. Outline a back-home action plan on newsprint and prepare to share it with another team. Ask paired teams to come together and share back home action plans and critique them for one another. Now is the time to practice all new facilitating skills. Bring together all participants and get their attention. Before ending the session review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure. Remind participants to complete data collection forms.

SIMULATING LINKING TO REVISE PLANS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
25 minutes	Individuals share data gained from mini-sessions
30 minutes	Review data and develop next steps in action plan for back home
30 minutes	Teams share back home action plans
10 minutes	Closure
<u>2 minutes</u>	Data Collection
100 minutes	

OBJECTIVES

1. To share learnings and new perspectives on problems
2. To review resources in "home" situation
3. To increase team building skills and expand perspective

OVERVIEW

This module is the third module in the mini-design to simulate linking. Team members reconvene to share their learnings from the mini-sessions and to revise plans in light of additional information. Next steps in the action plan are brainstormed and shared with another team. Sharing with another team broadens perspective for both groups as they see how the same information can be used in various ways in different situations.

This module also provides an opportunity for teams to practice all their helping skills. If the training received in the mini-sessions seems to the participants to be what is needed to remove obstacles in problem solving, and if the sharing of learnings is accomplished efficiently, groups should develop a better understanding of the uses and skills for linking.

MODULE 18
HANDOUT 2

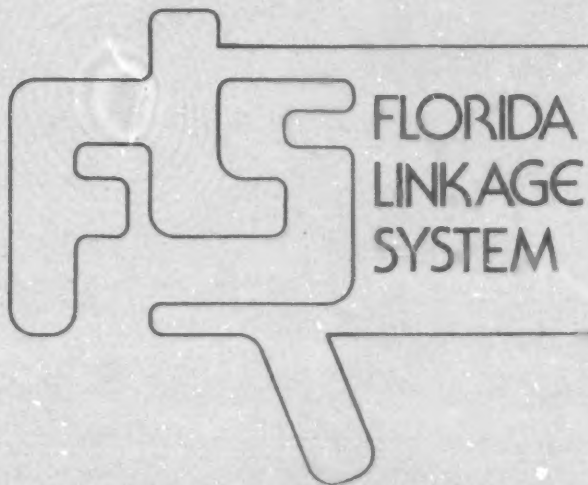
ACTION PLAN

What needs to be done?	Indicator (Evidence that it has been completed)	Who will do it?	Date to be completed

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 19: LINKER TRAINING FOR
ORGANIZING A LINKAGE SUBSYSTEM**

Set X



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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MODULE 19 (p. 1a)

LINKER TRAINING FOR ORGANIZING A LINKAGE SUB-SYSTEM

ACTIVITY	TIME	RATIONALE
1. Introduce the session	2 minutes	To allow participants to form appropriate expectations
2. "Walk-through" of the module	10-15 minutes	To give linkers an overview of their role during the next session
3. Review the steps in the module and ask for questions	10-15 minutes	To allow participants to become clear about the purposes of the activities and the handout materials
4. Closure	5 minutes	To develop a sense of psychological closure that enables participants to leave this activity and proceed to the next one without a sense of having unfinished business in relation to preparations for the session

LINKER TRAINING FOR ORGANIZING A LINKAGE SUB-SYSTEM

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Module 20 Overview of #19	Explain that the linkers are to assume the leadership of the school during the next session, Module 20. Review the overview of the session and ask participants to hold questions until after the walk-through of Module 20.
Trainer instructional pages for Module 20 and all handouts for Module 20	Give each linker a copy of the trainer's briefing sheets (like this one) from Module 20. Explain that the rationale column will help them understand the reason for each activity, and enable them to assess when the objectives for the activity have been reached and, therefore, the activity completed. Reassure them that the session is intended as an information exchange and clarification session. Like many other sessions, the work begun during this session can be carried on afterward to a thorough completion. However, it should be begun sufficiently during this session so that everyone in the group understands the system of organization which is being proposed.
Module 20 and trainer's instructional pages	Now go back through the lists of activities and materials and ask for questions about each step in the order of its appearance on the schedule. Continue until the module has been reviewed and the linkers seem satisfied that they understand the purposes of the materials and how to present them. In closing, explain that effective linkers are far more than referrers and retrievers. They sometimes become trainers, consultants and catalytic change agents. Their participation as leaders during this session signals to the school team that they are willing to assume this role. Answer questions and lead discussion to completion and close the meeting.

LINKER TRAINING FOR ORGANIZING A LINKAGE SUB-SYSTEM

SCHEDULE

<u>Time</u>	<u>Activity</u>
2 minutes	Introduction and purposes
10- 15 minutes	"Walk-through" Module #20
10- 15 minutes	Review the rationale for each step and answer questions
5 minutes	Closure

OBJECTIVES

1. To provide linkers with an overview and rationale for Training Module #20, "Organizing a Linkage Sub-system"
2. To enable the linkers to feel psychologically prepared to serve as trainers for the next module.

OVERVIEW

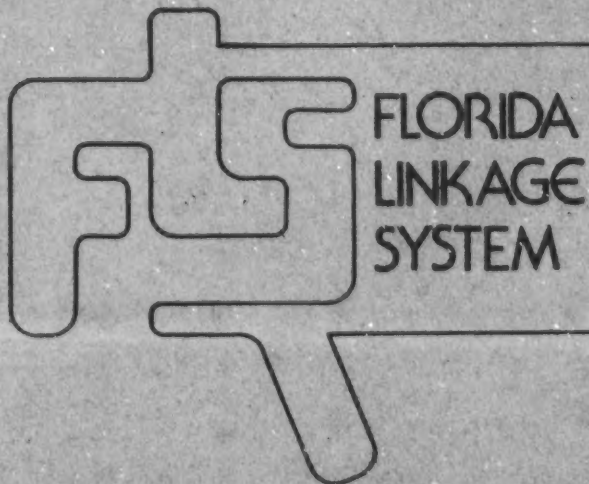
The purpose of this module is to prepare the linker to serve as team leader for the next module, Module 20, "Organizing a Linkage Sub-System." The linkage system is intended to meet the needs of the school, but many linking tasks must originate with the schools. Technical assistance comes to the school through the linker. Therefore, his or her organizational skills are crucial to the effectiveness of the sub-system within each district or TEC. The next module offers some techniques for planning, communicating and linking. The linker needs to become familiar with these techniques in order to train school teams to use them, and to facilitate the development of the sub-system.

The session is an opportunity for linkers to become clear about how to use the techniques in Module 20. After a "walk-through" of the schedule and purposes for the next module, there will be a question and discussion period.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 20: ORGANIZING A
LINKAGE SUBSYSTEM**

Set X



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

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ORGANIZING A LINKAGE SUB-SYSTEM

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 min.	To allow participants to form appropriate expectations
2. Team identifies major constituents	15 min.	To identify all those who must be included in influence system
3. Plan for establishing communications network	15 min.	To recognize the types of influence at work and to begin to develop strategies for communicating with all levels
4. Check plans with criteria for successful change	25 min.	To identify key omissions in the plans
5. Revise plans	1 hr	To add omissions or change processes which have less likelihood of success
B R E A K	5 min.	
6. Read Handout 6	10 min.	To complete the delivery of information needed to acquire linkage services.

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Explain that this session takes participants through the steps of identifying the groups, individuals and processes they will use to develop the support that will enable them to carry out their plan.
HANDOUT 2	Ask teams to work together on Handout 2 and identify the major constituents in their system. After they have worked for about 5 minutes, call their attention to the resources listed on the second page of H02.
HANDOUT 3	Ask teams first to read Handout 3 and then to work together on the worksheet at the end of it. Also, see the LIFO Instrument - "Mixing and Matching Grid," p. 6.
HANDOUT 4	Ask teams to work together on checking their plans using the questions based on criteria for successful change in Handout 4.
Newsprint, pens & tape HANDOUT 5	Instruct participants to use all the data generated in this activity to improve their plans. When it is done, they should summarize their plan for organizing an influence system and post it on newsprint, using the format contained on Handout 5.
HANDOUT 6	Before calling time for the BREAK, call attention to Handout 6 "Guidelines for Making a Search Request." This is for reference purposes whenever participants are ready to use it.

ORGANIZING A LINKAGE SUB-SYSTEM

ACTIVITY	TIME	RATIONALE
7. Share plan	30 minutes	To broaden perspectives and practice new skills
8. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
9. Data Collection	2 minutes	To gather data on how participants view the training thus far

ORGANIZING A LINKAGE SUB-SYSTEM

MATERIALS

INSTRUCTIONAL STRATEGY

HANDOUT 1, Schedule &
Objectives and Overview

Ask each team to meet with another team to share plans, critique one another, and practice facilitating skills. Remind participants that it's okay to experiment with new behaviors and that effective groups encourage risk-takers.

Data Collection forms

Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.

Remind participants to complete data collection forms.

ORGANIZING A LINKAGE SUB-SYSTEM

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
15 minutes	Identify the major constituents in your system
15 minutes	Plan for establishing lines of communication
25 minutes	Check plan with criteria for successful change
15 minutes	Revise plans
5 minutes	B R E A K
10 minutes	Read "Guidelines for Making a Search Request"
30 minutes	Share plan with another team
10 minutes	Closure
<u>2 minutes</u>	Data Collection
130 minutes	

OBJECTIVES

1. To identify the major constituents in the FLS System
2. To develop a plan for establishing lines and processes for communicating with the major constituents
3. To revise plans in accordance with criteria which have been researched and found effective in achieving the goals of large system change
4. To practice facilitating and linking skills

OVERVIEW

There are many other groups not represented in this training who must be dealt with in a school improvement program. The purpose of this module is to help groups organize to plan, communicate and link with other groups effectively. They begin this by identifying all the constituent groups who make up the sub-system. Next, they consider the underlying causes of miscommunications between groups and the kind of influence each has in relation to the team's decision making. This data is combined with perceptions of the type of media which will be effective for communicating with each constituent.

When a communications network is outlined, the team returns to the development of a plan, checks the plan being developed against criteria for successful change, and revises the plan.

This module also provides for a quick review of the "Guidelines for Making a Request for Search." Although teams are probably not ready to develop a search request, they should begin to be aware of the types of information needed. Teams share their plans with another team to broaden their perspectives by discovering how the same ideas can be adapted to fit different situations. In a number of different ways, this session asks team members to attempt to see how their own plans fit into the total system. This is to meet the training goals of how to increase people's sensitivity to the needs of others and how individuals could change themselves to better influence the system.

IDENTIFYING THE MAJOR CONSTITUENTS IN YOUR INFLUENCE SYSTEM

Research done at Vanderbilt regarding successful attempts to change or influence a system indicates that a change effort must deal with four types of constituencies:

- a. Service acquirers
- b. Service providers
- c. Technology developers
- d. Resource providers

Identify these individuals in your system.

Who may perceive a problem	Types of Problems	Sources and kinds of help	Ways to request help	Source of Financial Support
Students	Curriculum	School and its staff	Through facilitator team	Building budget, district funds
Teachers	Instructional techniques	PTA/PTO and its members	Through facilitator team	Private donations
School administrators	•Morale •Discipline •Communications •Motivation	Teacher Education Center: primarily a link to other resources	Discuss needs with school TEC rep. or TEC staff	TEC funds
District administrators	Teacher/administrator skills	Teacher organizations	Building rep.	Dues
Teacher organizations		Colleges and universities-- besides credit courses, offer training, consulting	Through TEC	TEC funds
Community	Management	Florida Title IV-C: approved projects: services vary by project, include math, reading, drug ed., exceptional education	Through TEC or school administration or district staff	Often free (USOE)
Larger society	•Reward systems •Scheduling •Lack of clarity about goals or means of achieving them •Roles, assignments •Norms •Conflict about decision making, ideology, expression, individual differences	ORD: accepts search requests <u>only</u> for basic skills areas in reading and math; provides options for faculty consideration	Submit search request through facilitators, TEC linker	TEC, District
Who may solve a problem		Project FREE (DOE): accepts search requests on any type of school problem	Call collect (904) 487-1078	District (FREE service is free, but no implementation funds are available from DOE.)
School and its staff	Material resources	Other DOE offices (Bureau of Curriculum and Personnel Development, and the Bureau of Program Support Services)	Through TEC	DOE or TEC funds (Support varies, depending on type of service given.)
	School organization			
	Physical Plant			

THE COMMUNICATIONS NETWORK

Establishing Lines of Communication

People must communicate with each other to solve problems. Otherwise, solving problems creates new problems. Major problems due to image mismatch may result from:

1. letting personal differences and animosities stand in the way;
2. forgetting who should be kept informed about the project;
3. neglecting to inquire about the availability of resource people to help on problems;
4. forgetting who is responsible for keeping everybody in the team moving and on time.

To avoid these problems, the team develops a communication network--a plan that organizes the team to get information and pass on information. Such a plan considers:

1. the individuals who need information about the project
2. their information requirements
3. the source of their information needs, i.e., where to get it
4. the media used in distributing the information and
5. the provisions made for handling information which may be confidential, if such information is needed for this project.

One way to organize your communication network is to determine who will have what kind of influence on the decisions made in reference to your team's activities. Once this is done, the necessary information can be exchanged with that individual and effective functioning of both parties will be possible.

Below appear five kinds of influence* an individual may exercise in decision making:

KIND OF INFLUENCE	MEANING
1. May recommend or suggest	In a healthy organization any individual is allowed to make suggestions to a person who can authorize action.

*From Wallen, John C., Charting the Decision Making Structure of an Organization. Portland, Oregon: Northwest Regional Educational Laboratory, May 1970.

2. Must be informed

Some individuals need to know the result of a decision in order to take the appropriate coordinating action. Usually, these individuals will be affected by a decision or will need to implement it.

3. Must be consulted

Some individuals must be given an opportunity to influence the decision-making process by presenting information, demonstration or proof. Usually, these individuals are limited to influencing the decision making by persuasion. They should be consulted in time for their contribution to make a genuine difference in the final decision.

4. Approval must be secured

The individuals with this kind of influence must be consulted because they have veto power. If these individuals approve a proposal, they in effect state that the decision is satisfactory, but it is not mandatory that it be passed. If the individuals disapprove, the proposal is dead, and it must be revised to win acceptance.

5. May authorize

These individuals hold the key to issuing directives that precipitate action. They initiate proposals, coordinate, issue directives, and insure that everyone is informed of the decision.

On the next page are some examples of different individuals and the kinds of influence that they might possess. Although it appears very time consuming, it is merely a matter of listing people involved with your FLS team's activity and deciding what kinds of decisions they make. Once this is done, the communication network falls into place quickly. It should be noted that in all probability, there will be great differences for many of these due to differences in school districts. Take this into consideration as you examine the examples.

	KIND OF INFLUENCE*				
	1	2	3	4	5
Member of the Board	X	X			X
District Superintendent	X	X			X
Principal	X	X	X	X	X
Department chairman	X	X	X	X	X
Media application specialist	X		X		
Subject matter expert	X		X		
Educational Psychologist	X		X		
Media production specialist	X		X		
Classroom teacher	X	X	X	X	X
TEC Director	X	X	X	X	
Evaluation specialist	X	X	X		
Business manager	X			X	
P.T.A.	X	X			
Community Leaders	X	X			
Parents	X	X	X		
Classroom students	X		X		
University personnel	X		X		

* The numbers represent the following:

1. may make suggestions
2. must be informed
3. must be consulted
4. approval must be secured
5. may authorize

Now that the individuals have been listed and it has been determined what kind of influence they have on decisions related to the team activity, it is easy to set up the communication network. Using the example on the previous page we can see who those people are that:

1. may make suggestions
2. must be kept informed at all times,
3. must be consulted on particular matters,
4. have to approve the proposal before it can be authorized and
5. have the power to authorize the proposal.

Knowing this, it can easily be determined what media are needed to transmit what information to whom for what decision:

1. Perhaps a memorandum and/or newsletter for disseminating the information to all those who need to be kept informed,
2. Perhaps telephone calls and/or survey questionnaires and/or personal contacts for those who must be consulted,
3. Perhaps personal contact and/or a written request for those who must approve or authorize the proposal.
4. Do not make the mistake of planning for one-way communication where two-way communication is the only way you will be able to get the job done. Well planned meetings which follow a structured agenda allow the development of an influence system which is two-way.

INSTRUCTIONS:

You can now begin to establish a communication network. It is very probable that you will need to add more detail to it; however, for now get started by:

1. Listing the individuals you think will be involved in some way with your team's activity (remember to include yourself). Be sure all major constituents (Handout 2) are listed.
2. Determining the kind of influence each one will have in the decision making.
3. Determining the kind of media used to transmit the information to each individual listed.

Do this INDIVIDUALLY. Later you will have time to discuss your perceptions and establish a communication network on which the whole team agrees.

Communications Network

INDIVIDUAL

KIND OF INFLUENCE

MEDIA DESCRIPTION

LIFE MANAGEMENT GUIDE

MIXING AND MATCHING STYLES FOR GREATER ORGANIZATIONAL EFFECTIVENESS

MODULE 20
HANDOUT 3 (p. 6)

	SUPPORTING/GIVING STYLE	CONTROLLING/TAKING STYLE	CONSERVING/HOLDING STYLE	ADAPTING/DEALING STYLE
How to Influence a Person According to Style	• Stress worthwhile causes • Idealistic appeals • Ask for their help • Appeal to excellence • Show concern • Emphasize self-development	• Offer opportunity • Give more responsibility • Challenge • Provide resources to allow for achievement • Give authority	• Present ideas as low risk • Give opportunity to be analytical • Exercise logic, use facts • Use familiarity, routine and structure • Tie new things to old	• Chance to do things with others • Use humorous appeals • Let them know you are pleased • Provide opportunities to be in the spotlight
Most Effective Environment For Each Style	• Respecting • Supportive • Reassuring • Idealistic	• Competitive • Direct • Risk-taking • Opportunistic	• Unemotional • Factual • Scientific • Practical	• Social • Changing • Youthful • Optimistic
Least Effective Environment For Each Style	• Betrayal • Personal criticism • Ridicule • Failure • Lack of support	• No resources • Authority countermanded • Responsibility diminished • No challenges • Can't control factors which affect results	• Constantly changing rules and policies • Highly-emotional • Premature decision-making • Failure to be taken seriously	• Critical authority • Unfriendly co-workers • Routines and details • Firm schedules and supervision
How To Be The Most Effective Boss For Each Style	• Give recognition, trust and appreciation • Mutual goal-setting • Be accessible • Try to share • Be dependable	• Be confident • Provide autonomy • Reward results • Firm boundaries, but appreciate initiative • Listen, but be decisive • Spar on an equal basis	• Be organized • Show purpose • Detail-oriented • Systematic • Objective • Fair • Consistent	• Be friendly • Informative • Helpful feedback • Understanding • Encouraging • Flexible • Sense of humor
How To Be The Most Effective Employee To A Boss Of Each Style	• Demonstrate worth • Show loyalty • Be sincere • Team-oriented	• Be responsive • Capable • Independent • Direct	• Be respectful • Conforming • Logical • Pays attention	• Be sociable • Sophisticated • Tactful • Influential

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CRITERIA FOR SUCCESSFUL CHANGE

A. According to research done at Vanderbilt University, any course of action selected to achieve a goal for a large system should meet several criteria. As a team, answer the following questions:

1. Is our proposed course of action relevant to the major, or significant, constituencies?
2. Does it anticipate and avoid significant resistance?
3. Is it useful for establishing a prototypical pilot project-- a try out?
4. Is it symbolic enough of the larger purpose that people will view it in terms of the larger purpose? (The project should be able to carry the overall idea.)
5. Does it include strategies for mobilizing outside constituencies?
6. Does it create a system of linkages congruent with the purpose?
7. Is the plan replicable? (Are we establishing processes which can be reused for a variety of problems?)
8. Will it have visibility?
9. Could the same basic plan be carried out in many places?

(If your answer is negative to any of these questions, you may have some "missing links" in your system.)

B. Check the Case Study in Day 2, Session 1 and see "What Teachers Said About Using Research and Adopting Programs of Planned Change."

1. Does your plan include the communications they suggested?
2. Does your plan account for collaboration needs?
3. Does your plan include the need for documentation? (Have you asked yourselves what needs to be found out?)
4. What are the training needs?
5. What resources are needed and how may they be acquired?

When your plan has been checked against these criteria, revise it, if needed.
You may find that you need to add or change tasks on your action plan.

(Put revised plan on newsprint and post)

Tasks What needs to be done?	Indicators of completion	Who will do it?	When completed?

FACILITATING THE ACTION PLAN

What is to be communicated (Issue(s):)	Individuals (Identify key individuals in each role group)	Kind of Influence (See H03)	Media Description (See H03)	Style of Influence To Be Employed
1.				
2.				
3.				
4.				
(etc.)				

GUIDELINES FOR MAKING A SEARCH REQUEST

Provide the information implied by the questions under each heading. IF THE QUESTION DOES NOT PERTAIN TO YOUR PROBLEM, OMIT ANY ANSWER. Otherwise, be brief but precise.

I. YOUR SCHOOL AND ITS COMMUNITY

State that your school is one of how many in your school district, serves how many pupils from approximately how large an area. If you consider them relevant, you may wish to include a few facts about the community served by the school (see, however, IIIA).

II. DESCRIPTION OF THE PROBLEM

This should be a precise and focused description of the problem, limited if possible to one sentence.

III. CURRENT STATUS OF THE SITUATION

A. Pupils

1. Family characteristics. What can you tell us about the ethnic and racial distribution of your pupils, and about the socio-economic status of their families?
2. Special needs of entering pupils. Are there evidences that children entering kindergarten are "disadvantaged" in some ways related to basic skills learning? (Difficulties with oral language, necessity for bilingual communication, etc.).
3. Test scores. What are the most recent test scores in the area with which your problem is concerned (reading, mathematics, spelling, writing)? Report these in any metric familiar to your school or district (percentiles, stanines, grade equivalents). Have there been any changes in these scores over the past few years? If so, state what directions the changes have taken and any reasons you may know for them.
4. Other measures or observations. Report any other indicators or observations of pupil performance which you believe bear on the problem.
5. Other pupil attributes. What characteristics of the pupils do you perceive as relevant to the problem? Some of these might be negative factors like inattention or low motivation; others might be positive, like high aspirations or good family support for schooling.

B. Current Curriculum and Materials

1. Current materials. What series, text, or other materials for the primary strand of the curriculum in the area of basic skills with which your problem is concerned? (Example: Scott-Foresman materials are used for reading, grades 1 - 5; Holt mathematics is used for all grades.) Identify this item grade by grade if possible. When giving the publishers, mention the copyright date of the materials.
2. Supplementary materials. At each grade level, what supplementary materials are used which contribute more than occasionally to the instruction?
3. Difficulties with current materials. Do you perceive difficulties with currently used materials to be an important part of your problem? If so, state what the difficulty appears to be.

C. Teaching Practices

1. Class grouping. Are the basic skill subjects taught in a total class, or is grouping used? Describe the kind of grouping employed (in those areas with which your problem is concerned).
2. Placement of pupils. If grouping is used, what system is employed for placement of children in groups for instruction?
3. Individual teaching. Is individual teaching or tutoring employed? If so, how much, and under what conditions?
4. Helpers. What kinds of people (aides, parent volunteers, others) help the teacher, and what kinds of things do they do? With what frequency and duration is this aid available?
5. Diagnosis/prescription. Is some kind of system used regularly to keep track of student progress and to diagnose student weaknesses?
 - a. State what sort of record keeping is required by the system.
 - b. Is the same system used for placement of pupils within class groups; if so, how is this done?
 - c. If diagnostic measures are used, are the results tied to suggested prescriptions? If so, how are these prescriptions located and carried out?

6. Florida Assessment. What use if any is made of information about testing via the Florida Assessment System (Grades 3 and 5)?
7. Pupil promotion practices. What practices are followed regarding the non-promotion of pupils whose performance is below some standard? What happens to such pupils?
8. Teacher competencies. Give an approximate assessment, diagnosis, prescription, remediation, as reflected in paragraphs 5, 6, and 7 above.

D. Relations with Parents

1. Volunteers. Are parents active in school instruction as volunteers? Briefly describe what they do, unless previously covered in IIIC(4).
2. Home monitoring. What can be said about parental support for the monitoring of pupil learning in the school and in the home?
3. Parental organizations. State what supportive parental or community organizations exist.

E. Outside Assistance

1. Consultants. What kinds of consultants, if any, do you have in mind or already committed to help you with (a) problem identification and/or (b) solution decisions.

F. Built-In Limitations

1. Limiting factors. What are the factors that will limit the adoption of a new solution (no new personnel, no possible space for special programs, unlikely parental cooperation, etc.)?
2. Organizational limits. What school administrative or organizational policies are there which will set limits on the kind of solution which can be adopted?
3. Other limiting factors.

IV. ESSENTIAL DECISIONS

What are the essential decisions which have led to the recognition of the problem and to the formulation of this request for search? (A kind of brief history).

V. SPECIFIC CHANGES

What are the specific changes you would like to bring about? This should include who will be affected by the change, and other specific information involving the changes you would like to make.

VI. GOALS

What are the long-term goals you would like to have the specific changes achieve?

VII. GENERAL NATURE OF THE SOLUTION

What is the general nature of the solution that you have in mind? What type of solution would you like to have?

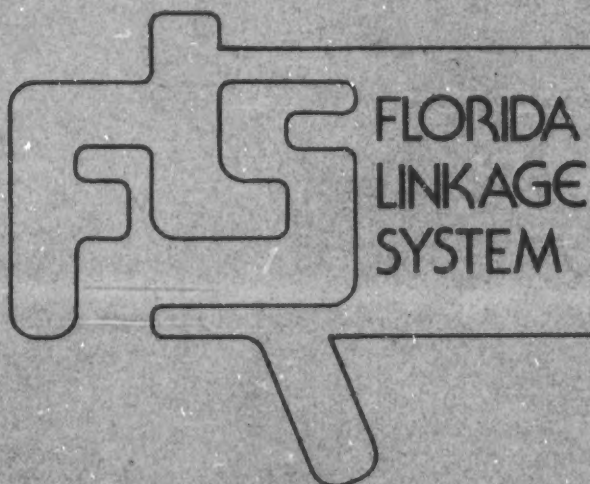
VIII. OTHER QUESTIONS

Any other questions you may want to ask.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 21: CONTINGENCY PLANNING
AND TROUBLE SHOOTING**

Set X



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

June 1978

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CONTINGENCY PLANNING AND TROUBLE SHOOTING

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
2. Teams foresee obstacles	10 minutes	To develop a broad checklist of possible problems
3. Review stages of problem solving	5 minutes	To stimulate thinking about which questions to ask at each stage
4. Teams trouble shoot possible problems	25 minutes	To produce contingency plans
5. Teams prepare brief reports	15 minutes	To summarize plans
6. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
7. Data Collection	2 minutes	To provide immediate feedback on how participants perceive the workshop

CONTINGENCY PLANNING AND TROUBLE SHOOTING

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Explain that this session is to heed Murphy's Law: "Whatever can go wrong will go wrong." Ask each team to discuss their plan. Have them ask themselves what obstacles they can foresee at each step in the plan.
HANDOUT 2, Seven Stages of Problem Solving	Review the problem solving stages and the questions to be asked at each stage. Instruct teams to let these questions guide them as they work together to avoid the problems which have been discussed.
Newsprint, pens & tape	Teams work together for the rest of the session developing alternate plans or revising their plans to meet various situations. They should have a report no longer than five minutes long ready for the next session.
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to complete data collection forms.

CONTINGENCY PLANNING AND TROUBLE SHOOTING

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
10 minutes	Apply Murphy's Law to the action plan
5 minutes	Review stages of problem solving
25 minutes	Teams trouble shoot possible problems
15 minutes	Teams prepare brief reports
10 minutes	Closure
<u>2 minutes</u>	
70 minutes	

OBJECTIVES

1. To develop a broad checklist of possible problems with the proposed action plans
2. To review the stages of problem solving and questions to ask at each stage
3. To produce contingency plans and a summary plan

OVERVIEW

The purpose of this module is to encourage teams to develop a norm of planning which includes dealing with emergent needs. School systems are frequently criticized for failing to set aside a planned agenda to deal with unexpected events. Good planning skills are necessary in order to have good schools, but too often the plan seems to become more important than the people it is intended to serve. Consequently, instruction which is needed never takes place, or takes place out of the context of need, or else training is given after the need for it has passed, etc. This session has been included to provide teams with practice in looking ahead to the unforeseeable events which may require still more revisions in plans which have already undergone several revisions. Flexibility in both the person and the system can be developed only if it is cultivated and consciously practiced. When spontaneity is combined with orderly planning, it is possible to develop a responsive system dedicated to genuine helpfulness.

SEVEN STAGES OF PROBLEM SOLVING
AND QUESTIONS TO ASK AT EACH STAGE

1. Problem solving stages:

Identification of the concern
Diagnosis of the situation
Data gathering
Considering action alternatives
Resource retrieval
Trying an action plan
Determining and maintaining
improvement

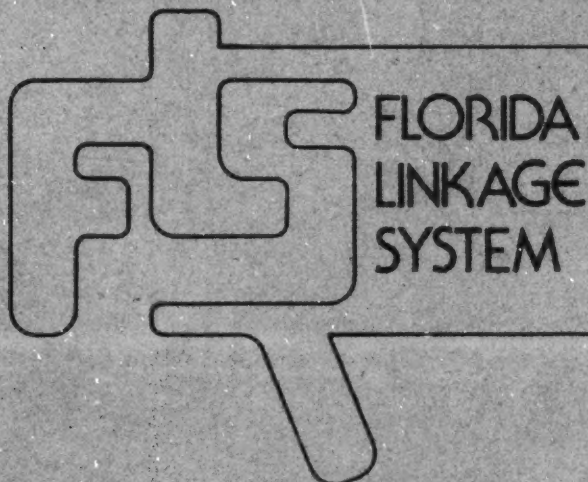
2. Questions to ask at each stage:

What is needed?
Why are things the way they are?
How do I know?
What can be done?
What resources are there to do it?
What will be tried?
How will sources be determined and
maintained?

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 22: REPORTING AND ASSESSING
PROCESSES AND RESULTS**

Set X



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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REPORTING AND ASSESSING PROCESSES AND RESULTS

ACTIVITY	TIME	RATIONALE
1. Introduce the session	3 minutes	To allow participants to form appropriate expectations
2. Each team reports plan	3-minute reports	To share plans
3. Quiet time for reflection	15 minutes	To allow participants to develop psychological closure
4. A final word from the trainers	7 minutes	To close the workshop
5. Data Collection	2 minutes	

REPORTING AND ASSESSING PROCESSES AND RESULTS

MATERIALS

INSTRUCTIONAL STRATEGY

HANDOUT 1, Schedule &
Objectives and Overview

Explain that this session will bring closure by allowing each team to speak to the entire workshop about its plans. Ask team spokesperson to be ready at the microphone when the previous speaker has finished.

Tape Recorder with tapes

Call out the name of the school or team and the name of the person speaking. Ask questions to help clarify the reports, but keep them brief.

Ask participants to become comfortable and close their eyes, if they wish. Ask them to think back over the week. Suggest that they recall their psychological contract, their self-assessment of their facilitating skills and their case study--its situation, assumptions, goals and strategies. Have them reflect on their action plan, on how they plan to organize their influence system and their communication network. Ask if there is anything they want to share with the total group and if so, to do so now.

Make final statement. Include plans for next steps. Express appreciation and adjourn the workshop.

Data Collection forms

Remind participants to complete the data collection forms.

REPORTING AND ASSESSING PROCESSES AND RESULTS

SCHEDULE

<u>Time</u>	<u>Activity</u>
3 minutes	Introduce the session
	Each team reports plan (3-minute reports)
15 minutes	Reflection time
7 minutes	A final word from the trainers
<u>2 minutes</u>	Data Collection

OBJECTIVES

1. To allow everyone to share their plans publicly
2. To make announcements which help to achieve closure of the workshop
3. To tape record each school or team's plan
4. To develop closure

OVERVIEW

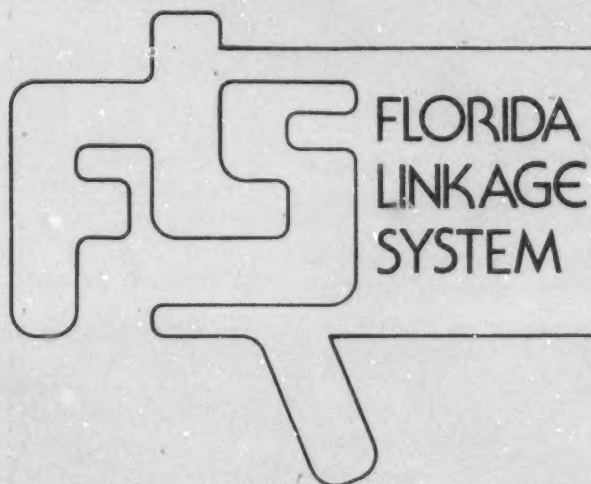
This module is for closing a workshop which has endured for several days. It provides teams with the opportunity to "witness" to the larger group. In witnessing, teams make a public declaration which strengthens their psychological commitment to their intentions. Participants will also be asked to engage in a guided recall of the training events and to reflect on their experiences. Final sharings within the team or the total group are invited.

Final words are spoken to help develop a sense of completeness in understanding the experience as a whole. The objective is to permit individuals to develop psychological closure on the workshop in order to open themselves to whatever comes next.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 23: SOLUTION SELECTION:
A PROCESS FOR MATCHING
THE SOLUTION TO THE PROBLEM**

Set XI



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

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SOLUTION SELECTION:A PROCESS FOR MATCHING THE SOLUTION TO THE PROBLEMActivity 1 Receive overview of the session

5 minutes

Rationale

To develop an appreciation in the participants for the unavoidable difficulties in studying products and selecting solutions, and to develop a psychological readiness to participate in the process outlined here.

Materials: HANDOUT 1, Schedule & Overview

Instructional Strategies

Review briefly the problems in selecting a solution:

- (1) It is not easy for a single individual to read sample materials and get a clear picture of how a product works. Because each product is distinctly different from every other product, it is described in different terms and in different styles of writing. Some products consist of a single workbook, while others include a wide variety of media, equipment, and supplies. Thus, it is difficult to prepare a standard, comprehensive presentation of a set of selected options.
- (2) Under ideal conditions, a school team would become acquainted with options and new products through site-visits to see the product in actual use. New products could also be selected through research fairs, or through materials or training workshops. Since this is not always feasible, we must rely on other ways of spreading the word about promising new products, and the most economical means seems to be to have a team read a description of the materials and study some samples of the actual materials themselves. (After reading the materials and choosing those which seem most feasible, a team might consider it a good investment to spend time and money on site-visits, materials workshops, consultant visits, and so on.)
- (3) Another obstacle to selecting a solution seems to involve getting clarity about exactly what changes can be expected to occur in the school if the product is adopted. Not only are there the obvious, desired changes in pupil growth which the validation process leads us to expect, but there are many other changes which may need to occur in order for the product to be used. These changes may be only a few, perhaps some new communication skills of the teacher, such as questioning or listening. Or there may need to be a complete reorganization of the classroom space and schedule, as when

learning centers are adopted. The product may require intensive, comprehensive training for the teachers, or the teacher training may be as simple as learning to fill in an individual pupil checklist at certain intervals.

These specific changes which a product require can be evaluated only after completing a detailed comparison of the present method with the proposed method. In many instances, this will require that each teacher study present methods as they relate to the problem area. If a standard procedure is used throughout the school, the changes will be the same for everyone. The Product Description Checklist, which will be introduced in this session, should simplify and systematize this process.

- (4) Even after a team learns how a proposed product is used and what specific changes it will bring to the classroom, the team must compare all the feasible options and select one--unless there has been agreement to try out a variety of possible solutions. In any case, the differences among options are usually considerable, and a team naturally wants to recommend the one or two which best fit the school and its population. This kind of fit means taking into account a comparison of the school and the district's unique needs and characteristics with the requirements and objectives of the product. Each team will need to assess and discuss the appropriateness of the innovation in terms of goals, objectives and specific problems, its probability of being accepted by the faculty, and the capabilities of the users to perform or learn behaviors required by their changed roles. Coming to consensus on this decision is one of the biggest tests a facilitator team will undergo. All their facilitator skills will be needed. In the October issue of Phi Delta Kappa, a report from Indiana University states that a five-year study of volunteer participants in the ASCD annual conference identified fifteen factors that can endanger the quality of elementary school innovation, and ranked as the number one impediment "Conflicting educational attitudes, beliefs and values of those involved in education." This might be paraphrased, "The facilitator team couldn't agree on what should be done."

Incidentally, you may be interested to know that the second impediment was "Realization that an innovation means more work;" the third, "Lack of teacher and principal knowledge on how to use and evaluate innovations;" fourth, "Failure of building administrators to provide change-oriented leadership;" and fifth, "Minimal communications among all the involved implementers." All of these impediments can be overcome only if facilitator teams (1) possess a factual understanding of the products involved, and (2) are motivated to develop their facilitator role because of their conviction that the selected solution will bring about positive changes in pupil growth. This is why we are here this week--to

share with you a process for defining relevance, to provide an opportunity for the teams to be together and reinforce essential skills and messages, and to gather data about the products. This particular session will engage you in a team effort and a systematic analysis to acquire facts.

As part of the instructional strategies to help you in this analysis, you will be asked first to study the Search Request from the Piney Bluff School concerning their problems in teaching spelling and to scan a description of the present practices in teaching spelling at Piney Bluff School. Then you will read the reply to the Search and decide whether or not it is clear. You will also look over the Product Description Checklist which was filled in to provide an example of how the comparison of a current process with a projected process is made. Next, each team will stop and discuss this process for a few minutes. After the discussion, you will divide the tasks among members of the team and try using the checklist with one of the sample products.

(Explain that you will clarify each step in greater detail and keep time as the activity progresses.)

Be sure to tell participants that the time required to learn this process is much longer than will be needed in reality because they must first become familiar with a new set of school problems as a basis for the simulation. Once they have learned to use the checklist, a team working together can probably assess an entire report in about an hour.

Ask for questions and then begin the activity.)

Activity 2 Read through Piney Bluff "Request for Search" 15 minutes
and "Description of Current Spelling Program."

Rationale

To enable participants to become familiar with a simulated situation.

Materials: HANDOUT 2, Request for Search
 HANDOUT 3, Piney Bluff Spelling Program

Instructional Strategies

You might mention that this is considered an exemplary Request for Search because it has focused on a small, discrete problem with readily measurable outcomes, and has been described in specific detail.

Activity 3 Read "Report to Piney Bluff County TEC"

5 minutes

Rationale

To become familiar with the paraphrase of a school problem (pp. 1-3).

Materials: HANDOUT 4, Report to Piney Bluff County TEC

Instructional Strategies

You may want to mention that sometimes those providing the resources must check their understanding with the team before undertaking the search. This is considered a good practice and is recommended as a regular procedure.

Activity 4 Team discussion on the "Report to Piney Bluff County TEC"

5 minutes

Rationale

To reinforce the purpose of paraphrasing (pp. 3-4).

Materials: HANDOUT 4,

Instructional Strategies

Suggest that team members check to be sure that everyone has the same general understanding of the nature of the problem.

Activity 5 Read the "Product Description Checklist"

5 minutes

Rationale

To enable participants to become acquainted with the checklist and how it is to be used.

Materials: HANDOUT 5, Product Description Checklist (filled out)
HANDOUT 6, Product Description Checklist

Instructional Strategies

Note that participants have received two copies of the checklist, H05 and H06. The first one has been filled out to demonstrate how the checklist is to be used. They may wish to transfer the checks in the current practice (Column 2, H05) to the checklist on H06 (Column 2) in order to be prepared to compare the current practice to yet another set of materials, when the projected column is complete on H06. Call attention to the blanks. Participants may find it helpful to strike through a blank, to indicate that this item is not pertinent to the materials.

Activity 6 Discuss possible outcomes comparing 10 minutes
 current and projected practices on
 Checklist

Rationale

To discuss the advantages and disadvantages in the process.

Materials: HANDOUT 6,

Instructional Strategies

The process may stimulate resistance to the product by clarifying exactly how much additional work is involved. On the other hand, the changes may not be extensive and actually be attractive. In either case, they can be dealt with only after they have been made explicit. The team discussion of these points should be brief. If there is time, it might be worthwhile to ask if any team wishes to share salient points.

Activity 7 Analyze either "Basic Spelling" or "Michigan 25 minutes
 Programmed Spelling" presented in H04

Rationale

To organize the team and analyze a set of materials according to the checklist.

Materials: HANDOUT 4,
 HANDOUT 6,

Instructional Strategies

To save time, you might point out that paired teams are seated side by side, and that the team with the odd number will analyze the first set of materials, "Basic Spelling," and that the even numbered team will analyze the second set of materials, "Michigan Programmed Spelling." After both teams have finished their analyses, they can compare the two products, if there is time. Review the purpose of the checklist: to itemize specific characteristics of the product so that it is clear what the teacher does, what the pupil does, which media are used, and so on. Participants may divide up the tasks so that one person looks for and checks off the items related to teacher activities, another person checks off items related to pupil activities, a third person checks items related to classroom organization, and a fourth checks items related to materials, etc. Remind them not to spend a great deal of time looking for hard-to-find items--if a given item is not mentioned in the section where related items are discussed, the item is probably not pertinent to this product. It may help to keep track of items which have been searched for if they are struck through when left blank.

Tell participants that it is all right to become interested in finding out how the materials work in a general way and forget about the checklist for a while, so long as they get back to the checklist in time to do the part assigned to them (which will probably take only a few minutes, once a general understanding is attained).

Activities 8 & 9

Answer "Evaluation Questions for
Matching Problems - Solutions"

10 minutes

Rationale

To compare the goals and needs of the school in relation to the product.

To reinforce the need for information about support, which is not contained in every example of product materials.

Materials: HANDOUT 7, Evaluation Questions for Matching Problems -
Solutions
HANDOUT 2

Instructional Strategies

In order to complete this step, teams will first have to share the results of the last activity to be sure that all items are either checked or struck through on everyone's checklist. Again, the team may find it easier to answer these questions as a group rather than individually.

Sometimes costs are included and sometimes they are not. When a team decides that a product does fit a school's needs, other information such as costs, training time, and where the product can be seen in actual use, etc., can be obtained from the linker.

Activity 10 Share answers with team members

10 minutes

Rationale

To check perceptions of all team members

Instructional Strategies

The team needs to draw some tentative conclusions re their analysis at this point. Remind them that a final decision is not needed at this time, but only an agreement as to whether or not the product seems a reasonably feasible fit for the school's problem, and thus worthy of further study. Objections to the product should be listed, but there is not time for the discussions related to values positions

which could ensue from groups engaged in this process in actual practice. These discussions are necessary and require careful listening, paraphrasing and sharing of feelings. Remember that the proposed option will involve people changing their normative behavior and undertaking a variety of unfamiliar obligations, all of which may stimulate defensive reactions. This is when the facilitator's communication skills become very important.

Activity 11 Join with paired team and share conclusions

30 minutes

Rationale

To share work with paired team and focus on the specific differences in the three products

Materials: HANDOUTS 5, 6, & 7

Instructional Strategies

Review the process which would be used in actual practice at this point. That is, all the checklists would be compared to decide what are the specific differences among the three products and between the new and the old practices. Then, a force field analysis would be developed to compare the strengths and weaknesses of each option. The team could then be surveyed to see if a favored option is emerging from the analysis at this point.

In any case, teams should not work in sessions which are so long that efficiency drops. If the group is not ready to make a decision after all points of view have been heard, it might be wise to adjourn and plan to reconvene later and try again to reach consensus.

Activity 12 Review of Bolman Model

Rationale

To reinforce the Bolman Model and the need to explicate assumptions and hidden agendas

Materials: HANDOUT 8, Bolman Model

Instructional Strategies

If there is time, summarize how this process fits into the Bolman Model.

Most of this process deals with the situation or facts of what the product is, and the strategies or how they operate. The goals are also easily discovered. The part which is not so explicit in either the search request or in the product samples is the assumptions. The assumptions are dispersed throughout the descriptions and may conflict with the prospective user's pet assumptions which have not heretofore been shared. Hidden agendas emerge, and the facilitator team may suddenly begin to hear faculty members describe the nature of the desired solution in completely different terms.

Don't be discouraged when this happens. It only means you are getting closer--closer both to one another and to a real understanding of the problem and how to solve it.

SOLUTION SELECTION:

A PROCESS FOR MATCHING THE SOLUTION TO THE PROBLEM

SCHEDULE AND OVERVIEW

<u>Time</u>	<u>Activity</u>
5 minutes	1) Receive overview of the session
15 minutes	2) Read through the Piney Bluff " <u>Request for Search</u> " (H02) and " <u>Description of the Current Piney Bluff Spelling Program</u> " (H03) to familiarize yourself with the Piney Bluff School, its problems and its practices.
5 minutes	3) Read from the " <u>Report to Piney Bluff County TEC</u> " (H04) prepared by ORD: the introduction and the general description of the problem and solution as it is understood by ORD (to the top of page 3).
5 minutes	4) Do the school facilitators and ORD seem to be in general agreement about the nature of the problem and solution? (Brief team discussion)
5 minutes	5) Read the " <u>Product Description Checklist</u> " (H05). Note that the second column headed " <u>Practice Using Current Materials</u> " was filled in from information contained in Handout 2, the " <u>Request for Search</u> " and Handout 3, the " <u>Description of the Current Piney Bluff Spelling Program</u> ." Column 3, headed " <u>Projected Practice Using Product</u> ," was filled in from information contained in the third product described in the report from ORD (H04), called " <u>Individualized Spelling and Writing Patterns (ISWP)</u> ." Note the blanks. Blanks indicate that this feature is not pertinent to this product, and not mentioned in the example.
10 minutes	6) The purpose of this checklist is to enable teachers to discover what specific changes may be expected from the use of this product. Briefly discuss the possible outcomes of comparing the features of the current practice to a suggested solution. (Team discussion)
25 minutes	7) As a team, choose either the first product, called " <u>Basic Spelling</u> " or the second product, called " <u>Michigan Programmed Spelling</u> " in the ORD report and study the examples from it. (Paired teams should study different materials in order to report their findings to one another later.) Analyze the materials and fill out the checklist, using Handout 6. (If any pertinent part of the checklist cannot be answered, the school facilitators should contact the TEC linker for more information.) You may wish to divide up the work among team members to insure that each task is done quickly but adequately. You may also find it helpful to strike through checklist items which are not mentioned in the example and therefore not pertinent to these materials.

- 10 minutes 8) When you have finished, turn back to the "Request for Search" (H02) and answer the questions on Handout 7.
- 9) Additional information which is needed relates to the cost of the option as money for the product and time and/or money for teacher training. We will not spend time here analyzing these factors, although, of course, in actual practice these are other items to be considered in feasibility testing.
- 10 minutes 10) Team members share answers and come to a conclusion on whether or not this product is a feasible solution for this school, and what (if any) additional information is needed. When finished, inform paired team you are ready to meet with them.
- 30 minutes 11) Join with paired team and share conclusions.
- A. What are the specific differences of the three suggested products?
- B. Compare checklists on Handouts 5 and 6 and responses on Handout 7. Develop a force field analysis of each product to find out what are the strengths and weaknesses as a basis for comparing all the feasible solutions.

(In practice, teams would then come to consensus on a best solution and develop strategies for influencing the faculty to try out and use it.)

- Closure 12) Review the Bolman Model (H08), particularly the "Assumptions" section.

(ORD 7-20-77)

DATE

REQUEST FOR SEARCH

PINEY BLUFF ELEMENTARY SCHOOL

School Facilitators: B. D. Simmons, Principal

Janet Shapiro, Reading Specialist

James Henderson, 3rd Grade Teacher

TEC Linker: Mary Folsom

THE SCHOOL AND THE COMMUNITY

Piney Bluff Elementary School is one of six elementary schools in the Evans County Public School System and serves 360 children from a large geographic area comprised primarily of agriculturally oriented people. Many of the children must be transported over considerable distances each day in order to attend school, and many of our students are on a free lunch program.

DESCRIPTION OF THE PROBLEM

Students at Piney Bluff Elementary demonstrate a failure to master spelling skills and repeatedly commit errors in spelling in their daily assignment.

STATUS OF THE SITUATION

Pupils

Family Characteristics. Piney Bluff Elementary School's student population consists of 45% Black children, 15% Hispanic children and 40% White children. The greater majority of these students are from low socio-economic level homes located in a rural area. The remainder of the students (about 20%) are from lower middle class families.

Special Needs of Entering Pupils. Many of the children who enter Piney Bluff at the kindergarten level show numerous difficulties in language skills and sometime engage in disruptive classroom behavior.

Test Scores. In the most recent state-wide testing, our students scored in the 35 percentile in spelling skills. The percentile score in spelling skills for our school have been steadily decreasing over the past six years.

Other Measures or Observations. In addition to poor spelling, many of the primary grade students demonstrate poor knowledge of the alphabet and difficulties in using sound-letter relationships in spelling and reading.

Other Pupil Attributes. Students in all grades seem to reflect a general pattern of poor motivation and inattention in class.

Current Curriculum and Materials

Current Materials. The 3rd edition of the Smith-Jones Spelling Series is used as the basal text for all grades (1-6). This series is intended to become increasingly more difficult in progressing through the grades.

Supplementary Materials. At this time there are no supplementary materials being used with the Smith-Jones series although many teachers conduct "Spelling Bees" which are intended to give students extra practice in spelling skills.

Difficulties with Current Materials. The content of this series does not seem to hold our students' interest, and many teachers have complained about the inadequacy of the placement testing and lack of remedial exercises for students.

Teaching Practices

Class Grouping. Spelling is taught within an entire class but students are grouped according to ability.

Placement of Pupils. Students' abilities are assessed by the Johnson Spelling Inventory which is administered during the first week of classes each fall. If a student enters school after this test has been given, the student is given the standard Smith-Jones Diagnostic Test and placed in a group in which he will receive appropriate instruction.

Individual Teaching. Each group meets with the teacher for a total of 15 minutes per day during which time each teacher attempts to help each student as an individual as well as a member of the group.

Helpers. During the time the teacher is engaged with small group instruction, a teacher's aide or volunteer assumes the teacher's other classroom duties.

Diagnosis/Prescription. Records of student performance are kept for each spelling test administered to a group of students. If a student fails to maintain at least a "C" average for a grading period (six weeks) the student is dropped to a lower level spelling group. This method is time consuming for the teachers, poses possible "hurt feelings" for students who are lowered a level, and has not been shown to be an effective means of changing students' skills in spelling.

Florida Assessment. At this time the Florida Assessment objectives have little relationship to the goals of the Smith-Jones Spelling Series.

Pupil Promotion Practices. Student who are unable to achieve a satisfactory ("C") level of academic achievement are held back in the same grade for an additional year. These students are then given remedial work (in areas where they have shown particular weakness) immediately when the new academic year begins.

Teacher Competencies. Most teachers at Piney Bluff have little or no experience with diagnostic/prescriptive methods. The faculty recognizes the need for implementing a program which will facilitate any diagnostic/prescriptive methods, and is willing to enter whatever in-service training which may be required.

Relations with Parents

Volunteers. There are five parent volunteers who regularly assist our teachers and eight parent volunteers who occasionally help. These volunteers aid the teachers by assuming general

classroom duties so that the teacher may spend more time in specialized teaching activities.

Home Monitoring. The parents of most of our students have little regard for education beyond the basic 3 R's. Most parents seem to place a greater emphasis on getting ahead rather than obtaining a useful education.

Parent Organization. We do have an active PTA but parents who are in the organization compose a very small minority of the parents of the community.

Outside Assistance

Deborah Goodbody of Florida International University has spent several consulting days helping with the definition of our problem. She can also identify a colleague who would be available for consulting during the later stage of solution decision.

Built-In Limitations

Limiting Factors. The possible limitations to solving the current problem involve the lack of funds to hire new teachers or specialists, and the difficulty in recruiting parental interest in their children's school activities.

Others. Other limitations may be found in the conservative nature of the community. Teaching the basic 3 R's is regarded as the primary role of a school in Piney Bluff and this has made it very difficult to change the curriculum and scope of our efforts for many years.

ESSENTIAL DECISIONS

A number of concerned teachers brought the problem of poor spelling skills in our students to the attention of the principal.

The records of the number of the students who were lowered in group level for spelling deficiencies and results on the state-wide tests were used to confirm the existence of the problem.

SPECIFIC CHANGES

The specific changes that we would like in Piney Bluff include:

1. Students in all grades should increase their spelling skills, as measured by standardized tests.
2. Students will perform better in the state-wide testing program.
3. Students should be able to use their spelling skills in other areas of classroom work.
4. The spelling instruction should be more individualized.
5. Teachers should be able to administer and use diagnostic and prescriptive tests to assess student abilities and for placement in an individualized instructional sequence.

GOALS

Our general goals are:

1. To improve spelling skills for all of our students.
2. To help students develop better language skills and enlarge their vocabularies through more adequate spelling instruction.
3. To help students to use their skills to spell words that are new to them.

NATURE OF THE SOLUTION

The solution which Piney Bluff Elementary School would like to use should include an individualized instructional plan which is easy to manage and makes use of placement testing and remedial

work for children who are having difficulties in spelling. The materials should be interesting, timely, and intended to motivate students to learn and to demonstrate the utility and importance of spelling in their everyday lives.

DESCRIPTION OF THE CURRENT PINEY BLUFF SPELLING PROGRAM

The Smith-Jones Spelling Series is designed to provide each student with a hardback book with 60 lessons. Each lesson is divided into five learning activities, each activity designed to take 15 to 20 minutes of class time. A teacher's manual describes the procedure for each activity. A typical lesson sequence is as follows:

Lesson 1: Teacher introduces a list of 14 to 24 spelling words. These words are selected from the Dolch Basic Words List, and are selected on the basis of subject matter or spelling pattern. A written paragraph with all of the words embedded in it is provided to cue the meaning and syntax of the spelling words. The students read the paragraph (aloud in primary grades, silently in intermediate grades) and write their spelling words five to ten times.

Lesson 2: Spelling words are used in answering fill-in-the-blank sentences, or questions pointing out special features of the word.

Lesson 3: Practice test. The word list is called out by the teacher, and the children write the words on a numbered paper.

Lesson 4: Practice tests are returned and pupils rewrite and practice spelling the missed words. Another exercise using the spelling words is provided which tends to present rules on syllabication, affix spellings and meanings, and silent letter rules.

Lesson 5: A final test is given in the same manner as the practice test. The grade on this test is recorded. No further instruction on missed words is given, and the entire group proceeds to the next lesson.

The Johnson Spelling Inventory is administered to all students at the beginning of the school year. Using the information from the inventory each student is placed in the low, middle or high ability group in his grade. Teachers assess which basal text (1-6) is to be used by the group. A fourth grade class typically has a low group using the first level speller, a middle group using a third level speller, and a high group using the fourth level speller. Because of the many lessons provided in each level's basal text, no high group proceeds to a higher level text.

September 29, 1977

Report to
Piney Bluff County Teacher Education Center
(Mary Folsom, Linker)
on
Request for Search, Piney Bluff
Elementary School

Prepared by: Options from R & D, Educational
R & D Utilization Project
Robert M. Gagné, Director
John Moscicki, Margaret Dyreson

Introduction

We understand the problem identified by the Piney Bluff Elementary School to include these basic factors: students fail to adequately master spelling skills, students continuously make spelling errors in their daily assignments, and students perform below average in spelling on statewide testing.

Our search has examined a number of solutions to your problem involving spelling abilities in the students at Piney Bluff Elementary School. As we have previously stated, we are particularly concerned with the efficacy of the solutions we report. We feel that the approaches described in a subsequent section of this report are effective programs; should we receive information about additional possible solutions to your problems, we will report them as soon as possible.

We believe that Linkers and School Facilitators will need to devote a good deal of their attention to the following: (a) examining in detail how closely the goals of the product under consideration match those of the identified problem; and (b) seeking aid and consultative assistance from schools which serve as demonstration centers, from DOE consultants, and from knowledgeable university personnel.

General

Before describing specific R & D products, we think it desirable to report a couple of general research findings concerning instruction in basic skills areas.

Studies of "what makes a difference" in the achievement of basic skills in the elementary school reach conclusions having substantial consensus in the educational research community. The factors in the classroom setting which are positively related to achievement are (1) a complex which may be named academic engaged time, defined as the amount of time pupils spend in active learning of the subject (reading and arithmetic); and (2) a second complex called direct teaching. The latter includes the factors of teacher determination of objectives and sequence, frequent teacher monitoring and assessment of student progress, and others of a related nature. In such classrooms, teachers are both encouraging and demanding. Specific programs which encourage and facilitate teacher and student activities reflecting these positive factors are more likely to be successful than those which do not include these factors. It is also

likely that the experience of success by students will aid in the establishment of positive attitudes toward school work.

Some Options from Research and Development

The nature of the solution you have described involves three aspects: an individualized and manageable spelling program, the use of placement tests or test-study-test procedures, and a program which is relevant and interesting which will help to motivate students. The solutions we have selected and described are directed towards these three characteristics.

Programs for spelling instruction.

1. BASIC SPELLING. This is a very carefully structured program which strongly emphasizes the relation of sound and symbol, letter patterns that spell sound patterns, and letter patterns that spell various forms of words. Basic Spelling makes extensive use of placement and assessment testing, individualized and other forms of instruction, multi-sensory learning strategies, and attractive materials designed to capture the student's interest in spelling, teaching the use of spelling in general school work. Basic Spelling has been extensively field tested and demonstrated as an effective instructional system.
2. MICHIGAN PROGRAMMED SPELLING. Michigan Programmed Spelling is an instructional program which can be used for students in first grade through college. The use of individualized or small group instruction

is made possible through the self-paced workbooks and exercises as well as the use of audio cassettes which serve each learner's particular pace and ability. Diagnostic and placement testing are utilized to determine the entry level of students as well as each student's individual needs. Extensive practice of useful applications of the spelling words through sentences, crossword puzzles, and other exercises is included in the design of the program, to help students develop versatility with spelling and word use. This program has been tested in actual classrooms and has been demonstrated to be an effective instructional program.

3. INDIVIDUALIZED SPELLING AND WRITING PATTERNS (ISWP).

This product is an instructional program which utilizes placement testing and pretesting of students to enter individualized or small group instruction. Management of the instruction is assisted by audio cassette for each student throughout the program, and the upper levels of the program have diagnostic tests on audio cassettes. By focusing on each student's particular learning problems in spelling and word usage, ISWP attempts to provide the best instruction possible for each student. ISWP has been developed and field tested in accord with the National Institute of Education's guidelines.

BASIC SPELLING

Available from: J. B. Lippencott Company
Educational Publishing Division
Department RT 177
East Washington Square
Philadelphia, PA 19195

General Introduction to Basic Spelling

BASIC SPELLING, Revised Edition, is a spelling series of eight books, A-II, for the primary, and intermediate grades. In addition, two other books I and J are available for students who show advanced ability to spell, and/or grade 9. It may be used in a graded or non-graded program. BASIC SPELLING is a carefully structured program that places strong emphasis on:

- the relation of sound and symbol in our language;
- the patterns of letters that spell sound patterns;
- the letter patterns that spell inflected, derived, contracted, abbreviated, and compounded forms of words.

Its objective is to help each child reach his optimum level of ability in spelling words correctly, to learn how to study words effectively, and to develop an understanding and love of our language. It provides maximum opportunity for each pupil to meet his/her own spelling needs and interests.

It provides for each pupil by offering:

- varied plans and options that are designed to fit the different abilities and learning styles of children and the different teaching styles of teachers;
- many strategies for learning that are multi-sensory and multi-cognitive;
- a complete testing program for placing, diagnosing and assessing students;
- step-by-step sequencing that permits independent or self-dependent progress;
- activities that make spelling part of the pupil's total language arts growth.

Its scope and sequence derive from the alphabetic principle: Letters Represent Sounds, or Letter Patterns Spell Sound Patterns.

This alphabetic principle has seven major concepts that flow from it to form the Conceptual System as indicated in the chart on page 1.

In turn, each of these seven major concepts is divided into sub-concepts, sub-subconcepts, etc., comprising as a total the alphabetic system of spelling. They all serve as foci of the fifty spelling units in this series.*

In the systems approach to spelling, each concept or its subsidiaries is introduced and then developed in a spiral fashion in the rest of the spelling series. The students proceed from simple to more complex patterns. The chart below shows where each concept is included and the emphasis given to the concept in each book throughout the series.

The selection of words is based upon the ranged studies of such researchers as Ayres, Horn, Wise, Fitzgerald, Breed, Betts, Doich, Greene, Rinsland,

*The complete listing of the entire conceptual network of the alphabetic-spelling system is contained in *Basic Spelling: A Rationale*, a separate booklet which you may obtain from J. B. Lippincott Company or from the sales representatives. The scope and sequence of letter patterns included in BASIC SPELLING, arranged under each of the seven major concepts, are on pages 12-21 of this booklet.

BASIC SPELLING BOOK									
A	B	C	D	E	F	G	H	I	J

Greatly Emphasized

Moderately Emphasized Somewhat Emphasized

Conceptual System

1. In patterns, single letters and letter teams spell sounds.
2. In patterns, different single letters and letter teams spell the same sounds.
3. In patterns, the same single letters and letter teams spell different sounds.
4. In patterns, some single letters and letter teams no longer spell sounds.
5. In patterns, single letters and letter teams spell sounds that we add onto words.
6. Patterns are shortened, lengthened, combined and capitalized.
7. More than one letter pattern makes up words of more than one syllable.

Thorndike-Lorge, Hall, and Fry, and additional research by Moore, Hodges-Rudolf, and Garvin-Trager. The latter researchers based their studies on those of the former researchers. Of special interest is the work of H. A. Greene as shown in *The New Iowa Spelling Scale* (Bureau of Educational Research and Service, University of Iowa, Iowa City), who wanted to develop an up-to-date list of words that would give practical assistance to the elementary school teacher in teaching spelling. In advancing Ashbaugh's *Iowa Spelling Scales*,* Greene presented the spelling accuracy among children in grades 2-8 of a scientifically selected list of 5,507 words of high social usefulness. The sampling of pupils to determine the level of difficulty was done with some 230,000 pupils in 645 school systems distributed in every state in the United States and the District of Columbia.

The grouping of words is based upon the research work of such linguists as Craigie, Bloomfield, Block-Bernard-Trager, Nida, Clark, Hockett, and Hall and the computer research done by Hodges-Rudolf and Garvin-Trager. Grouping was also based on the work of appliers of linguistic research, such as Breed, Dolch, Fitzgerald, Hildreth, De Boer, Strickland, and Furness.

In BASIC SPELLING, words are grouped** according to:

- their usefulness in children's writing;
- the patterns of letters that spell sound patterns;
- the letter patterns that spell inflected, derived, contracted, abbreviated, and compounded forms of words.

Such high-frequency and highly useful words as *a, the, and, but, in, on, who, when, are, was, etc.*, appear in the early books in conjunction with words of similar spelling patterns. For example, in Book A, *an* appears with *man*; in Book B, *who, when* and *why* are with other words beginning with *wh*; in Book C, *after* and *under* are with other words ending with *er*.

The words in each lesson are grouped to develop a sub-concept of the seven major concepts. Each set of five lessons, a unit, develops one of the seven major concepts. Through such groupings, BASIC SPELLING aims to provide pupils with the specific and generalizing tools they need to be effective, successful spellers.

The organization of the Series is that of spiralling patterns of the alphabetic system (See the seven major concepts on page 1) at gradually higher and more complex levels. The more common a spelling pattern and the broader its application, the more frequently it appears in the series.

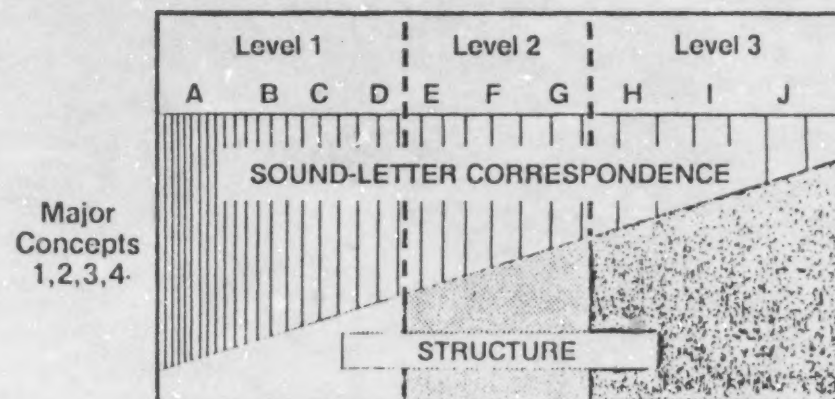
The graph on this page illustrates the movement through the books from words of more-common to less-common sound-letter correspondence; from words of more-common to less-common structure.

The graph shows that Books A B C D concentrate heavily on sound-letter correspondence (Major Concepts 1, 2, 3, 4), with gradual but increasing atten-

tion given to structural patterns, especially those of great use to the pupils in their writing.

Books E F G reach a balance, then change to a heavier concentration on structural patterns (Major Concepts 5, 6, 7).

Books H I J concentrate heavily on structural patterns (Major Concepts 5, 6, 7) and reduced, but maintained concentration on sound-letter patterns (Major Concepts 1, 2, 3, 4).



Major
Concepts
1,2,3,4

Major
Concepts
5,6,7

The organization of a Book is that of five units, each containing five lessons with a review. There are twenty-five lessons and five reviews in each book, a total of 30.

Each unit is headed by a concept, shown in bold print: for example, in Book B, Unit 3 reads: **Unit 3: Letter Teams Spell Consonant Sounds.**

The organization of a Unit is that of five lessons with a review. Each lesson in a unit aims at the concept of the unit. For example, in Book B, Unit 3: **Letter Teams Spell Consonant Sounds**

- Lesson 11 Patterns with *sh* team
- Lesson 12 Patterns with *wh* team
- Lesson 13 Patterns with *th* team
- Lesson 14 Patterns with twin teams
- Lesson 15 Patterns with *ch* team
- Review

*Ernest J. Ashbaugh did the original *Iowa Spelling Scales* in 1919. From the old "Blue Back Spellers," through the long authorship of Ernest Horn, Ernest J. Ashbaugh, and later Thomas D. Horn, to BASIC SPELLING, J. B. Lippincott Company has brought the force of research to bear on the production of effective spelling among students.

**See the *Rationale*, pp. 21-23 for further information on the selection and grouping of words.

The organization of a Lesson is that of three lists of words and color-coded activities. There is a Basic List, an Extended List, and a Starred List.

For example, Book B, Lesson 11, Patterns with the sh team. The Basic List is:

she	sheep	shape	fish
shop	shall	dish	wish

The Extended List is an orange color-coded section. In doing the activities, pupils develop the list of Extended words. For example, in Book B, lesson 11, they develop the list of:

shell shops dishes wishes

All Extended List words are of the same pattern as the Basic List, but are either new pattern words or inflected, derived, compounded, contracted, abbreviated forms of pattern words. In general, the Extended List is more difficult to spell than the Basic List.

The Starred List is in an orange box at the end of the lesson. Although these Starred words are of the same pattern as the Basic and Extended Lists, they are the most difficult words to spell in the lesson. For example, in Book B, Lesson 11, the Starred List is:

shepherd shopping fisherman

In each lesson there are *olive*, *red*, *purple*, *blue*, *yellow* and *orange* sections. (NOTE: In Book A, there are only *olive*, *red*, and *orange* sections.) The colors are codes to these kinds of activities:

- olive*: Meet, classify and write the Basic List words.
- red*: Use the Basic List words with pictures, definitions, synonyms, antonyms, pronunciations, or to complete phrases, sentences or a story.
- purple*: Develop dictionary skills.
- blue*: Learn about the history and nature of language.
- yellow*: Practice handwriting and take a test.
- orange*: Make an Extended List of words.
- starred*: Spell challenging words.

Review

The organization of the Review is:

- a review of handwriting activities
- a review of the basic list words
- a review of "spelling demons"

NOTE: These reviews are color-coded green.

Other book contents:

- **How To Study Your Words** (Learning Strategies) Beginning of Books A-J
- **Diagnostic Lessons** (for diagnosis of strengths and weaknesses) Beginning of Books A-E (Book A has a Diagnostic Lesson before each unit)
- **Language Arts Projects**
After each review in Books B-J
- **Dictionary**
End of Books A-J (Book A has an alphabet dictionary; Book B has a picture dictionary)
- **Special Handwriting Activities**, manuscript and cursive following reviews and language arts projects, Books B-C
- **Handwriting Models**
Beginning of each lesson, Book A; Yellow sections of Books B-J; In the back of all Books

Testing

The testing program is on-going and comprehensive. Book A contains tests after units 2, 3, 4, and 5 that include the writing of list words and dictation sentences.

Books B-J contain these five kinds of tests:

Book Test

At the beginning of the Teacher Directions is a test of 50 words, made up of the two most difficult words in each of the 25 lessons, as determined by Greene's *The New Iowa Spelling Scale*.

It is designed:

- as a pre- and post-test for the Book;
- as a placement test for pupils—if you decide to use the Books in an ungraded organizational pattern.

Diagnostic Lesson Test

At the beginning of student Books B-E is a Diagnostic Lesson test. It is designed as a diagnostic test to determine students' strengths and weaknesses in spelling basic consonant and vowel sounds.

NOTE: Book A has such a test at the beginning of each unit. Each is designed to determine students' strengths and weaknesses in discriminating among consonant and vowel sounds, whose spellings are introduced in the unit.

Unit Pre-Tests

In the Teacher Directions, at the beginning of each Unit is a test of 10 words, comprised of the two most difficult words in each of the 5 lessons of that Unit, as determined by Greene's *The New Iowa Spelling Scale*.

It is designed:

- as a pre-test for the Unit;
- as a placement test for pupils—if you plan to place children in different groups with different plans of study.

Unit Post-Tests

In the Teacher Directions, following the Unit Review is a test of 20 words, comprised of the four most difficult words in each of the 5 lessons of that Unit, as determined by Greene's *The New Iowa Spelling Scale*, plus four additional words from the Extended List.

Lesson Post-Tests

In the Teacher Directions for each lesson, there are tests for the Basic, Extended, and Starred List Words.

Teaching Options

Teaching options are available as dictated by the teaching style of the teacher and the learning styles of the learners.

1. The entire class may be in the same lesson, doing all the activities, acquiring skills according to each person's ability.
2. Other options to personalize (individualize) BASIC SPELLING are available through its Testing Program and Color-Coding.
 - a. For a teaching style that calls for learners to be in the same Book, in the same lesson, or in two or more different groups, doing different activities; the Unit Pre-Test may be used to place pupils into any one of these instructional plans:

Basic Plan: Do *olive, red* and *yellow* sections.

Extended Plan: Do *red, orange (not Starred)* and *yellow* sections.

Starred Plan: Do *red, orange (including Starred)* and *yellow* sections.

NOTE: *Purple* and *blue* sections may be used in any and all plans.

- b. For a teaching style that calls for learners to be in different Books; the Book Test may be used to place students. For example:

- If students take the Book C test and get 10 or less correct, they could be placed in Book B.

- If they get 11 to 40 correct, they could be placed in Book C.
- If they get 41 to 50 correct, they could be placed in Book D.
- c. For a teaching style that calls for learners to be in different Books and in different Plans the Book Test and the Unit Pre-Tests can be used together to place students.

Learning Strategies

Learning Strategies in BASIC SPELLING are in keeping with the two research studies by David Russell, spaced 22 years apart, which confirmed that good spellers use many Learning Strategies in spelling, whereas poor spellers use one or just a few strategies. Researchers such as Aaron, Hunt, Hadsell, Hannum, Johnson, Hanna, Rudolf and Hodges also point to the many learning strategies that good spellers use.*

At the beginning of each Book, following the Table of Contents, is a list of the Learning Strategies used to help pupils learn *How To Study Your Words*. This section is a summary of the Learning Strategies used within the lessons of the respective books. As the complexity of the words increases, and as the students need them, the number of Learning Strategies increases.

The 6 Learning Strategies in Book A are included in Book B; and 6 more are added in Book B, making a total of 12 Learning Strategies in Book B. What is used in one book, is included in the succeeding book, and then added to

NOTE: All Learning Strategies that are shown at the beginning of each Book in *How To Study Your Words* are contained within the activities of the lessons that each child does.

These Learning Strategies can be used by pupils as they study their various list words; and can also be used as remediating procedures after a test.

The Teacher Directions in Book II contain Remedial Activities for pupils to use with missed test words. They also contain references to earlier Books and lessons that can be used at a less difficult level for those students who need additional help. Remedial Activities primarily make use of Learning Strategies which can be grouped under four headings:

- Studying Sound-Letter Relationships
- Studying Structural Elements
- Using Memory Devices
- Learning About Language

Other Language Arts

Other Language Arts are included in BASIC SPELLING. Although the correct sequencing of letters to spell word sounds is the primary emphasis,

*For additional information on the characteristics of good and poor spellers, Learning Strategies, and the use of color-coding, in BASIC SPELLING, see the *Rationale*, pp. 4-8.

Other arts of language are included as adjuncts and secondary emphases. They include *handwriting, dictionary skills, listening, speaking, reading, writing, word meaning, nature and structure of language, and language projects*, combining many of the language arts.*

Handwriting

The clear writing of both upper and lower case letters, in *manuscript* and *cursive forms* is an essential aspect of spelling. In BASIC SPELLING, the student sees how to form letters clearly and practices their formation. Pupils are urged to write clearly as a *courtesy*.

- Models of letter formation are in the back of all books.
- Tracing, printing in upper and lower case the 26 letters of the alphabet (Book A *olive* section)
- Tracing and printing list words (Books A, B *olive* section)
- Tracing and printing first letters of list words (Books A, B, C *red* section)
- Practicing clear printing of letters separately and as parts of words (Books B, C *yellow* section)
- Tracing and writing letters and words cursively (Book C, Lesson 14, *yellow* section)
- Using list words as models for cursive writing (Book C, Lesson 16, ff, and Books D-J)
- Tracing and writing lower and upper case manuscript letters (Book B, *yellow* sections following each review)
- Tracing and writing lower and upper case manuscript and cursive letters, and using capital letter conventions (Book C, *yellow* sections following each review)
- Maintaining cursive and manuscript handwriting skills (Books D-J)
- Reviewing manuscript and cursive handwriting skills (Books I and J, review section—*green*)

NOTE: Cursive handwriting is optional and may be introduced in either Book C or D.

Dictionary Activities

Dictionary activities are in the *purple* sections of each lesson in Books B-H. From the writing of the alphabet in sequence at the end of Book A, through the readiness activities in Book B, and continuing on from beginning dictionary work in Books C and D, to intermediate dictionary work in Books E-G, and advanced dictionary work in Books H-J, the pupils follow a sequential program of dictionary skills.

* For a more extensive view of Other Language Arts, see the *Rationale*, pp. 23-34.

BASIC SPELLING uses the Thorndike-Barnhart system of dictionary arrangement and symbols. The activities focus primarily on the use of the dictionary provided in each pupil's book. Some activities direct the students to use the classroom dictionary; others encourage them to make dictionaries of their own. In the later books, they explore the differences among dictionaries from different publishers.

Proofspelling

To check one's spelling or to "prove" one's spelling is important to spelling behavior and is a skill distinct from the act of spelling itself. This series presents the development of this skill in four ways:

1. Pupils rewrite sentences, stories, or poems containing spelling mistakes. These activities occur in Language Arts Projects following each review in Books B-J.
2. Pupils check (prove) their own first-spelling of words against the list words.
3. Pupils check their own test papers of spelling accuracy and analyze any spelling mistakes they made, underlining letters correctly spelled, circling letters incorrectly spelled.
4. Some pupils (those who wish to) write their own proofspelling sentences and exchange them for correction.

Language Projects

Because children have varied interest in and abilities with language, many kinds of language projects are incorporated into a section following each review in Books B-J. They do research projects with language, write poetry and stories, write compositions, work with roots, collect word histories, etc. (See *Rationale*, pp. 31-34, for a complete outline of these language projects.)

Additional Activities

The *Rationale*, pages 23, 24, 30 and 31 illustrate the use of *listening, speaking, reading, writing, understanding and using language, word meanings*, and *the nature and structure of language* as parts of this spelling program. Their inclusion stresses the interrelationships among the arts of language, and the need to involve students in the language arts related to the spelling process.

Supplementary Materials

There are fifty Duplicating Masters for each Book A-J. Two duplicating masters accompany each lesson.

Because some pupils need more activities than the space of a book will allow, one duplicating master per lesson gives students more practice with the Basic List words.

Because some pupils find spelling comparatively easy and can do more challenging activities, one duplicating master per lesson offers these pupils opportunities to work with the Starred words and to do extended work that contributes to their understanding and use of words, as well as their spelling of them.

The pupil spelling record or Contract Card provides a means for the pupils to keep abreast of their progress in tests, to check the plan and color-coded activities they are to do, to write words they must work on and to enumerate the Learning Strategies they will use for spelling mastery of missed words. In addition, these pupil spelling records are a handy reference during parent-teacher conferences.

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Teacher Directions

Lesson 16: Ways to make words longer (page 86)

Background Information

This is the first introduction in this spelling program of the combining of **not**, **am**, and **is** with other words by omitting certain letters and substituting an apostrophe. This is the first introduction, too, of the use of 's to show ownership or possession, and of the contraction of **of the**.

The substitution of the apostrophe for omitted letters occurs in these list words: **didn't**, **haven't**, **hasn't**, **aren't**, **isn't**, **I'm**, **it's**, **o'clock**. The use of 's to show ownership or possession is in these list words: **boy's**, **girl's**, **mother's**, **father's**. (NOTE: Pupils have met all of the roots as list words so they can focus on the use of the **apostrophe** and the **apostrophe + s**.)

Learning Strategies

Besides the *Saying*, *Hearing*, *Seeing*, *Writing*, and *Imaging* involved in the Teacher and Student directions, pupils use Learning Strategies 14, 13, 1, 2 and 3.

Introducing the Lesson

1. On the chalkboard, write this dialogue:

Max: **Aren't** you going to the game?

Jill: No, **I'm** not.

It's my **mother's** birthday, and
her present **isn't** finished yet.

Max: You mean you **aren't** finished yet?

Jill: No, Max, I **haven't** had the time.

Max: Whoops, it's five **o'clock** and I **have** to run.

2. Ask pupils to suggest what the rest of the conversation might be. Draw a line under each word containing an apostrophe. Show how the sentences would sound without the use of the apostrophe. Point to each underlined word, say it, then read the sentences as follows:

Max: Are you not going to the game?

Jill: No, I am not.

It is the birthday of my mother, and
her present is not finished yet.

Max: You mean you are not finished yet?

Jill: No, Max, I have not had the time.

Max: Whoops, it is five of the clock and I have to run.

3. Point out the value of these uses of the apostrophe to represent the way we usually *speak* in written form.
4. On the chalkboard, write **did not**. Erase the **o** and put the apostrophe in its place. Rewrite the word as **didn't**. Ask pupils to tell what you have done. Repeat the process with **has not**; then **is not**. When pupils have grasped the use of the apostrophe to show the omission of the **o**, and the writing of the two words together, go on to the other list words and do the same: **I am**; **It is**; **of the clock**.
5. On the chalkboard, in a vertical column, write **didn't**, **haven't**, **hasn't**, **aren't**, and **isn't**. Have pupils look at the words, close their eyes and image them, then say the words from memory. (NOTE: It may help to call these five words "n't words.") Do the same with the words **I'm**, **it's**, **o'clock**.
6. On the chalkboard write these phrases, and ask pupils to watch what you do: *the boyes dog*; *the girles cat*; *the motheres child*; *the fatheres shoe*.
Tell the class this is how the four words in dark letters were once spelled (point to the words ending in **es**). Then erase the **e** in each word, and put an apostrophe in its place. Have children tell what you did. Explain that an apostrophe shows that a letter has been left out.
7. On the chalkboard, write **boy's**, **girl's**, **mother's**, **father's**. Have pupils close their eyes, image the words, and say them from memory. Remind them to be sure to see the **apostrophe-s** at the end of those words.
8. Have pupils turn to page 86, read the title of Lesson 16, the twelve list words, and examine the art. Ask them to make up a short sentence that goes with the picture. (It's four o'clock.)
9. Have pupils close their eyes while you read the sentences in the red section on page 87. Have them raise their hands when they hear a list word and identify the letter or letters whose place has been taken by the apostrophe.

Developing the Lesson

BASIC
(olive, pages 86-87)

(red, page 87)

EXTENDED
(orange, page 89)

STARRED
(orange box, page 89)

Reviewing Handwriting
(yellow, page 89)

Lesson Tests

With the careful "reading" of pupils through the preceding activities, pupils should be able to do activities 1-6 with little help. However, it might be well for you to do activities 1, 2 and 6 orally with them.

Remind pupils to use the list words as models for their writing, whether it be manuscript or cursive. When children have finished this section, have them read the sentences aloud as a group.

Activity 1 repeats the explanation in the introductory activities. Activity 2 gives an additional explanation showing a different way to write phrases. Activities 3 and 4 follow the rule or pattern of making an *n't* word and an *'s* word.

Have pupils write original sentences containing the Starred words. Above the Starred words have them write the two words before that were combined. The word *they're* is a difficult word to spell because of its similarity to *there* and *their*; *we're* is often confused with *where* and *were*.

Some pupils may wish to do one of the Projects on page 109.

Remind cursive writers, who are maintaining their skills, to close the first part of cursive *q*, to keep *q* from looking like cursive *g*; to round the hump on cursive *z*, bringing the stroke down to the bottom line before making the loop below the line. Point out that the apostrophe in *n't* is between the *n* and *t*, and before the *s*.

For pupils who are beginning cursive writers, talk through the shapes of the letters, make models to trace. Practice with *quit*, *quiz*, *zip*, *zap*, *zoo*, *isn't*, *aren't*, *boy's*, *girl's*.

Option: Pupils may write dictated words or sentences. Words other than list words are from Basic Lists in Books A and B, and preceding lessons in Book C.

Dictation Sentences

BASIC

- | | |
|-------------|---|
| 1. I'm | I'm looking for my shoe. |
| 2. boy's | Have you seen the boy's balloon? |
| 3. it's | I think it's time to go. |
| 4. o'clock | Is it almost nine o'clock? |
| 5. mother's | This is my mother's brother. |
| 6. father's | His father's face is kind. |
| 7. didn't | I didn't do all my work. |
| 8. haven't | We haven't seen him for a long time. |
| 9. girl's | Is she this girl's sister? |
| 10. hasn't | The child hasn't missed his mother yet. |
| 11. aren't | Aren't you full yet? |
| 12. isn't | The church isn't the place to play in. |

EXTENDED

- | | |
|--------------|---|
| 1. sister's | That is my sister's lunch. |
| 2. there's | There's a whole pie missing. |
| 3. doesn't | The camel doesn't like you to ride him. |
| 4. brother's | My brother's plane will get here at nine. |
| 5. camel's | The camel's walk is loose but sure. |

STARRED

- | | |
|------------|---|
| 1. wasn't | Wasn't that the good witch of the east? |
| 2. we're | We're close to the park. |
| 3. we've | We've already cleaned up the ashes. |
| 4. they're | Did they say where they're going? |
| 5. you're | You're alone too much. |

Help pupils analyze their mistakes by asking: "Did you miss *n-apostrophe-t*? *apostrophe-s*? *apostrophe-m*? a vowel? a consonant?" See pages 10 to 11 for suggestions for giving, correcting, recording tests, and using Learning Strategies for remediation.

Other Language Arts

Before they look up *pitch* in the Spelling Dictionary, tell pupils that *pitch* in music means highness or lowness of notes. Ask if they know any other meanings of *pitch*.

Ask pupils for *apostrophe-s* words suggested by the art: the boy's ice cream cone; the sun's rays; the flower's color.

Have pupils write a humorous tale called *Joe's Ice Cream Store*, using possessives and apostrophe words in it.

Dictionary Work
(purple, page 88)

Words of the Week
(blue, page 88)

Additional Activities

16.

Ways to make words longer

BASIC LIST

didn't	<i>didn't</i>
haven't	<i>haven't</i>
hasn't	<i>hasn't</i>
aren't	<i>aren't</i>
isn't	<i>isn't</i>
boy's	<i>boy's</i>
girl's	<i>girl's</i>
mother's	<i>mother's</i>
father's	<i>father's</i>
I'm	<i>I'm</i>
it's	<i>it's</i>
o'clock	<i>o'clock</i>



1. Do you see this mark ' in each list word?
2. When we join the words I am, we drop a.
The mark ' shows that the a is missing.
3. Write list words with these words in them.

Yes No

I am = I'm

Discuss the unit concept: Words and letter teams lengthen words. Discuss the lesson title and art. Say the list words with the children. Ask the children to identify the letters omitted from the list words.

I it clock did have has are is Point out the apostrophe used to show that letters are omitted.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Point out that even though we put two words together and shorten one of them, we still make a longer word by so doing. A contraction, pulling together is a longer single word, even though it is shorter than two words separated.

4. Is o missing from didn't? Yes No
Is i missing from it's? Yes No
Are f and the missing from o'clock? Yes No
5. Write list words with boy, girl, mother, and father in them.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. We write: the boy's dog the girl's cat the mother's baby

Point out that the apostrophe is used with an s to show to whom something belongs.

1. Finish these sentences with list words.

I _____ ten

O _____

and I _____ very tired!

Jim is _____ going to school today. He's sick.

Are _____ you going to school either?

I have _____ missed a day of school yet.

My father _____ car is green.

Today is my _____ mother _____ birthday!

I think that the _____ boy _____ arm is broken!

DICTIONARY WORK

A dictionary gives us the meanings of entry words. A word with two or more meanings has a number in front of each meaning. Look below at **pouch**. It has two meanings, so it has two numbers.

pouch (pouch) 1. bag or sack: a postman's mail pouch. 2. a fold of skin that is like a bag:

The old man had pouches under his eyes. A kangaroo carries its young in a pouch.

Use the guide words to help you find **pitch** in this book's dictionary. How many meanings does **pitch** have?

1 2 3 4 5 6 7 8

WORDS OF THE WEEK

Discuss the Words of the week and the art.

The word **apostrophe** means "leave out." When we "leave out" a letter, we use this mark ' to show where the letter is missing. We call this mark ' an **apostrophe**.

Which letter do we leave out _____
when we change **it is** to **it's**? i

Which letters do we _____
leave out when we _____
change **it has** to **it's**? ha

Write **it's** and read the sentences.

My, _____ **it's** a lovely day!

My, _____ **it's** been warm!



Apostrophe also means "turn aside." apostrophe—turn. either "leave out" or "turn aside" contain the concept of the use of an apostrophe.

MICHIGAN PROGRAMMED SPELLING

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MICHIGAN PROGRAMMED SPELLING

Levels 1-8

Crossword Puzzle Mastery, Levels 1 and 2

Enid L. Huelsberg, Ed.S.

One problem shared by people from all walks of life is a problem with spelling. Today educators are alarmed at the growing deficiencies in the basic mechanics of writing and spelling is one of the critical writing skills that needs attention. Spelling is a problem also in commerce, industry, and the professions where writing is the basis for all formal business communications.

How can this problem be tackled? The MICHIGAN PROGRAMMED SPELLING SERIES is designed to provide a solution for people with a spelling problem. The Michigan series was developed for students from the first grade through the college level. It is individualized which means that students learn at their own rate, according to their own needs, and that success is measured in terms of individual achievement.

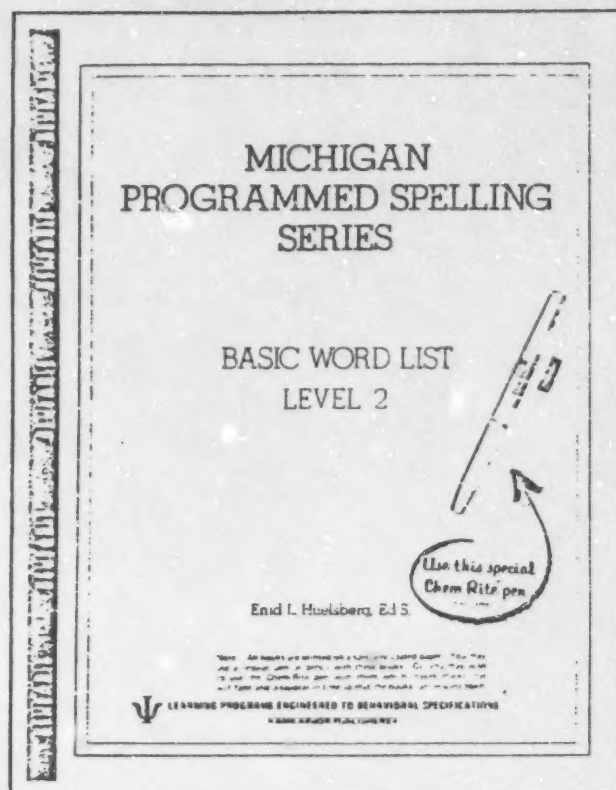
The approach used in the Michigan series has been validated through extensive testing. It is effective in individualized, small group, and traditional classroom settings. It has also proven effective in classes for exceptional and special education students and for adults enrolled in basic education courses.

The program provides a systematic approach to spelling, but also helps the student develop skills in writing sentences and paragraphs, in visual and auditory discrimination activities, and in vocabulary development, phonics, sight-word recognition, and creative writing.

The complete program contains eight levels. Each of the first three levels consists of a workbook and four cassettes. These were developed for students at the first through third grade levels in spelling achievement. The first three books contain the complete Dolch list.

The workbooks are reusable when used with the Chem-Rite pen which has ink that disappears in a few weeks from this special paper. If the workbooks are needed more quickly, the Chem-Rite erasure fluid can be applied. The workbook will then be ready for reuse the next day.

In the first three levels, the program works like this: The pretest, which is dictated to students, pinpoints the words and lessons that each student needs to work on. The basic format for each lesson is outlined on the first page of each book. Once students are familiar with the procedure, they can continue without assistance, referring back to those pages if they forget any of the steps. Each lesson begins with a simple, clear definition of the word and an example of how the word can be used in a sentence.



Sample Title Page from The Michigan Programmed Spelling Series

28

MEASUREMENT

wash means to rinse for or want

Make a wash on a falling star.

1. Circle the letters that spell the word.

v w u l i e m s z e n b

2. Circle the right word.

One in each line is right.

show	wash	wins
wish	ship	wait
dish	wash	wish

3. Circle all letters that spell the word.

Make one word in each line.

a	v	w	m	g	r	e	y	h	u
n	w	u	v	h	i	n	d	u	r

4. Put in the letters.

wa _ _ _ _ _ sh _ _ _ _ _

5. Put in the word.

One sentence uses the new word.

I _ _ _ _ _ I had a bike

6. Put in the word.

_ _ _ _ _

7. Close your book.

8. Write the word on a piece of paper.

9. Check your word with the one in the book.

10. Write your own sentence using the word.

_ _ _ _ _

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For example, in Level 2, Lesson 3, "wish" is defined, "to hope for or want." The sentence reads, "Make a wish on a falling star." The student next identifies the individual letters that make up a word by circling the letters in a line in consecutive order. The student then selects the word from a list of words that are visually similar to the spelling word itself, a key skill in reading development. Next the student tracks the letters in sequence in a two-line activity, thus strengthening both visual and auditory discrimination skills. In the fourth step, the student fills in the missing letters that spell the word. Then two incomplete sentences are provided. The student writes the new word in one of the two sentences. This tests the student's understanding of the meaning and usage of the word. As an enrichment activity, many teachers ask students to try to fill in the missing word in the second sentence as well. That word can always be found in step 2. The student then writes the word in the box provided and closes the book and tries to write the word. A sentence using the word is then created at the bottom of the page, and both the word and the sentence are recorded at the end of each ten-word lesson.

The total number of points earned for all ten worksheet activities is then recorded on Graph 1 at the back of the book. Then the student begins the next word in the lesson that was misspelled on the pretest. When students feel they have mastered all ten words in one lesson, they take the posttest which consists of a crossword puzzle. The puzzle provides an effective, yet nonthreatening tool for evaluating the student's progress and an activity which students enjoy. The total number of points earned for each lesson is then recorded on Graph 2 in the back of the book.

The tape cassettes that accompany each workbook at the lower levels provide oral directions to students who have difficulty reading as well as answers to the posttest. This makes the program self-correcting and provides auditory reinforcement of each lesson.

Levels 4 through 8 were designed for students from fourth grade through college. Words for these levels were selected from the American Heritage Word Frequency Book and are sequenced according to difficulty. In the upper levels both the pretest and the posttest are dictated to the students by the teacher, aid, or another student. However the methodology is basically the same in the upper and lower levels of the program.

Students in most classrooms have different skills and abilities and work at a variety of paces and therefore teachers usually provide their students with several levels of the program.

Because the MICHIGAN PROGRAMMED SPELLING SERIES is individualized, programmed, and systematic, students of all ages can learn to spell with confidence.

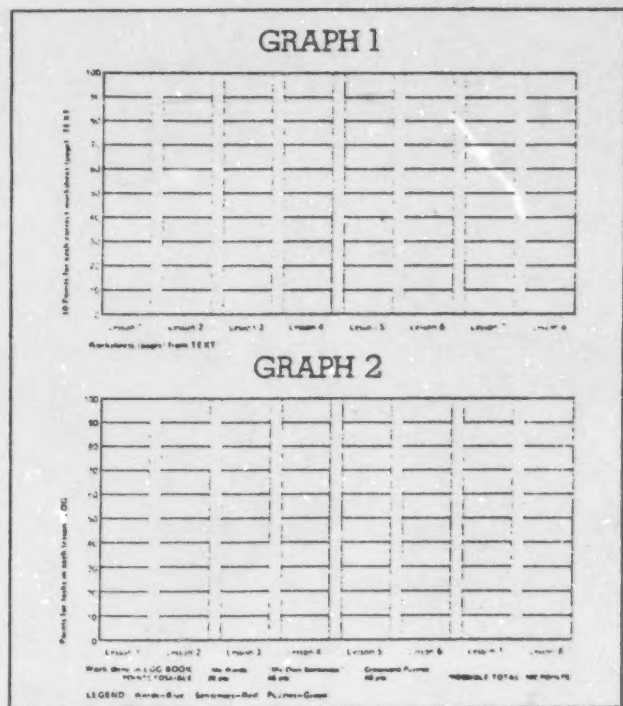
My Words

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____

My Own Sentences

1 _____

from LEVEL 2, Lesson 3



from LEVEL 2

ACROSS

1 means to turn to face, or to be made to do something

2 means something you like

3 means to have and not give away

4 means to have to do

DOWN

1 means to put something together or to have together

2 means a lot of trouble

3 means not near or within, being back

4 means at some other place or time

5 means a part of

6 means to make for or want

PRE- and POST-TEST

LESSON 1	LESSON 2	LESSON 3	LESSON 4
usually	lines	though	perhaps
given	remember	idea	certain
body	course	became	person
later	known	become	hundred

PRICE LIST

MODULE 23
HANDOUT 4 (p. 20)

Prices effective until September 1, 1977

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(Includes Log Book 3)	10 or more	088-6	4.00 ea.
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LEVEL 4	1-10 copies	091-6	4.50 ea.
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BOOK III	1-10 copies	039-8	3.00 ea.
	10 or more	038-X	2.50 ea.

* Available in red ink for eye professions.

warm

means not cold

Your coat keeps you warm.

1. Circle the letters that spell the word.

v w n s a u f r n m w u

2. Circle the right word.
One in each line is right.

worm	warm	mean
arms	word	warm
warn	warm	worn

3. Circle the letters that spell the word.
Make one word in each line.

s	w	v	n	end	arm	cow	ofn
n	u	s	w	one	cun	arm	enw

4. Fill in the letters.

w _ _ _ w _ _ m _ arm

5. Fill in the word.
One sentence uses the new word.

The bird found a _ _ _ _ _ .

Summer days are _ _ _ _ _ .

6. Fill in the word.

_ _ _ _ _

7. Close your book.
8. Write the word on a piece of paper.
9. Check your word with the one in the book.
10. Write your own sentence using the word.

because

means a reason for

It is hot because of the sun.

1. Circle the letters that spell the word.

b l e o c d a d u m s e

2. Circle the right word.
One in each line is right.

sausage	becomes	because
casuals	because	beacons
classes	because	saucers

3. Circle the parts that spell the word.
Make one word in each line.

aq	be	pc	go	odmzo	cause	ofwzn
gc	ho	be	da	cause	odywo	ottrn

4. Fill in the letters.

bec _ _ _ se _ _ _ cause be _ _ _ _ _

5. Fill in the word.
One sentence uses the new word.

Things grow _ _ _ _ _
of rain.

Art _ _ _ _ _ are fun.

6. Fill in the word.

_ _ _ _ _

7. Close your book.
8. Write the word on a piece of paper.
9. Check your word with the one in the book.
10. Write your own sentence using the word.

INDIVIDUALIZED SPELLING AND WRITING PATTERNS
(ISWP)

Available from: Iolett Publishing Co.
1010 West Washington Blvd.
Chicago, Illinois 60607



*An individualized spelling series to enable children
in grades 2-6 to master the spelling of most commonly
used words*

Individualized Spelling and Writing Patterns (ISWP), formerly called *IPI Spelling*, is an individualized spelling series that is now published by Follett Publishing Company, Chicago, Illinois. ISWP includes most commonly used words found in the writing vocabulary of elementary grade children. The program also offers an inductive instructional approach for mastering the underlying phonic generalization for building spelling skill.

ISWP consists of five textbooks (books B, C, D, E, F). The books are divided into levels or words arranged by degree of difficulty. Levels are further subdivided into lists. Lists include word patterning activities, opportunities for the student to make inductive generalizations about spelling rules, exercises in word patterns, sentence patterns, phonetic spelling, and reading and writing. Students are not expected to do all the exercises in each list. They do only those which are necessary for mastery of the list.

Books C through F are divided into half-books of three levels each. A half-book is approximately one semester's work. Many students will finish a half-book in less than a semester. Students progress at their own rate and continue to the next half-book even though the semester is not over. Conversely, no student is pressured to complete a half-book in one semester.

There are three phases to ISWP. In the first phase, students are introduced to the series by being paced through all or part of the book that has been designated as appropriate for their grade level. They are oriented to the makeup of the book, the terminology, and the inductive approach to learning language patterns. In the second phase, students become involved in a self-pacing program in the appropriate level of books. Prescriptions, carefully tailored to the child's needs, placement tests, pretests, posttests, review tests, word hurdle tests, and final tests monitor progress and give objective evidence of the child's strengths and weaknesses. The diagnostic tests are on audio cassettes. Students enter the third phase after demonstrating mastery of all the books that are used in the elementary grades. At this point, they may continue in a formally organized program by going on to those books that have been designated as junior high level, or they may be freed from formal spelling work and be placed in a writing and reading program.

Throughout the program, students are responsible for their own learning. They gather their own materials and begin work with a minimum of teacher direction. In the upper grades, students are encouraged to score their own tests. In the lower grades, developers recommend the assistance of aides to carry out noninstructional duties.

SUBJECT AREA(S)

Spelling content area includes word patterns, spelling rules, sentence patterns, phonetic spelling, reading, and writing.

INTENDED USERS AND BENEFICIARIES

ISWP has been designed for children of all abilities in grades 2 through 6.

GOAL(S) OR PURPOSE(S)

Students completing ISWP will have mastered the spelling of the most commonly used words in the writing vocabulary of elementary grade children. In addition, they will be able to make their own inductive generalizations about spelling rules and underlying phonetic patterns and will be familiar with the four basic sentence patterns of the English language.

PATTERNS OF USE

ISWP can be used in any kind of school setting: Traditional classroom, open classroom, and learning center. Students enter the program by taking a placement test which determines their appropriate starting point. Then, specific spelling skills are further narrowed down in a pretest. Students work through the self-instructional lessons at their own pace. The management problem created by having students within one classroom working on different spelling units is solved by the use of the cassette tapes.

ASSESSMENT PROVISIONS

A number of diagnostic tests are included in the program. These tests isolate spelling difficulties, monitor student progress, and indicate mastery. Placement tests are used to determine in which half-book the student should begin work. They consist of every sixth word of the half-

ok to which they apply. Pretests consist of the 20 words on an individual list and are taken before work on the list has started. Posttests are made up of the same 20 words but are taken after work on the list has been completed. Review tests are lists of every fourth word taken from the level just completed to determine mastery of that level. They are also used to place students in a specific level. Word hurdle tests are tests made up of all, or a sample, of the words which the student failed to master on the above tests. These tests are the only ones not on cassette tape. Final tests consist of the same list as the placement test but are taken after work on the half-book has been completed to determine mastery of the half-book.

TIME REQUIREMENTS

ISWP should be used at a minimum of 90 minutes per week. This time, however, can be adapted to the needs of individual schools.

IMPLEMENTATION PROCEDURES

The program requires a center where equipment (e.g., materials, hardware, cassettes) can be stored and at the same time can be readily accessible to students. Classes should be scheduled so as not to overcrowd the materials center at any one time. Teacher's aides are suggested to help students locate materials and to grade tests.

Summary Cost Information

The total cost to implement a program in grades 2-6, with 2 sections per grade and 30 students per section, yielding a total of 300 students and 10 teachers, would be

\$1,731.90 for the first year and \$225 per year for continuation costs. These costs assure the availability of tape playback units. The number of units necessary would depend on scheduling patterns.

Personnel Required for Product Adoption and Implementation

In the lower grades (2-3), developers recommend the assistance of aides to carry out the noninstructional duties. A complete inservice teacher's manual provides information necessary for implementing the program.

ASSURANCES AND CLAIMS

ISWP, which includes a teacher training package, can be easily installed and maintained in either open- or structured-learning settings by classroom teachers without any assistance from the developer. The program has been used by varied student populations in a wide variety of learning settings, ranging from regular classes to compensatory education classes and special education groups (e.g., handicapped). Thus, the program has demonstrated transportability and replicability.

ISWP materials are free from social biases. The content of the program is neutral regarding religion, age, and socioeconomic status (SES) stereotypes. Male and female and racial representations in the program meet design intentions for social fairness.

ISWP, an edition revised on the basis of field testing, has been in use in more than 30 schools throughout the country. Thus far, neither developers nor the publishers have received any reports of harmful effects due to the program.

MATERIALS AND EQUIPMENT

Required Items	Quantity Needed	Cost per Item in Dollars	Replacement Rate and Cost	Source if Different from Distributor
Student booklets	1 per student	1.35	Reusable	
Response booklets	1 per student	.60	Consumable	
Cassettes	2 sets per school	965.00	Reusable	
Teacher's manual	1 per teacher	4.38	Reusable	
Script books	1 per teacher	2.85	Reusable	
Cassette playback unit with ear phones	5-10 per school depending on scheduling requirements	40.00 (approx.)	Reusable	Local supplier

DEVELOPER/AUTHOR:

Research for Better Schools, Inc.
1700 Market St.
Philadelphia, Pa. 19103

Learning Research and Development Center
University of Pittsburgh
Pittsburgh, Pa. 15261

AVAILABILITY

ISWP was copyrighted in 1973, and copyright is claimed until 1983. ISWP is currently available from the publisher:

Follett Publishing Co.
1010 West Washington Blvd.
Chicago, Ill. 60607

INFORMATION CURRENT AS OF MARCH 1975

PRODUCT DESCRIPTION CHECKLIST

MODULE 23
HANDOUT 5 (p. 1)

Name of Product Individualized Spelling and Writing Patterns
Targeted Grade for Product Grades 1-6

What would be changed if this product were used? Use the checklist to make a comparison of features.

NOTE: Check only if applicable; if not, leave blank.

	Practice Using Current Materials	Projected Practice Using Product
<u>Evidence of Validation</u>		
1. —Product shown effective?	<u>No</u>	<u>Yes</u>
<u>Classroom Organization</u>		
1. —Team teaching		
—Self-contained classroom	<u>✓</u>	
—Other (write in)		
2. Pupils grouped		<u>Designed for any classroom</u>
—by initial ability scores	<u>✓</u>	<u>✓</u>
—whenever new instructional needs are determined		<u>✓</u>
—other (write in)		
3. Individual student work		
—occasionally		
—prescribed following diagnosis		<u>✓</u>
—other (write in)		
4. Tutoring		
—by older students		
—by peers		
—by community volunteers		
5. Use specialized space		
—learning center(s)		
—media center		<u>✓</u>
—other (write in)		
<u>Student Activities</u>		
1. Principal pupil activity		
—recitation	<u>✓</u>	<u>✓</u>
—drill exercises	<u>✓</u>	<u>✓</u>
—listening to teacher		<u>✓</u>
—workbooks		<u>✓</u>
—audio-visual use		<u>✓</u>
—"silent reading" or text reading		
—other (write in)		
2. Student production(s)		
—copied words, sentences, etc.	<u>✓</u>	<u>✓</u>
—completed workbook exercises	<u>✓</u>	<u>✓</u>
—written themes, stories		
—oral "telling"		
—other (write in)		

Once a week

Assigning Lessons

Call test words

Once a week

✓

✓

Inservice training materials

Schedule use of
media room

Practice Using
Current
Materials

Projected
Practice Using
Product

Parental Involvement

1. Assist in instruction
 - as aides
 - as tutors
 - other (write in)
2. Assist in clerical work
 - testing
 - record keeping
3. General support
 - by parental organization(s)
 - by community organization(s)
 - no special provisions
 - other (write in)

✓

✓ (in lower
grades)

✓ (in lower
grades)

Community supports basic skills program.

Model and Strategy for Learning (describe briefly)

No consistent rationales
for selecting words
or sequencing of
skills.

Designers have
selected words and
sequenced skills
so that students
can generalize spelling
and writing patterns.

Objectives (write in as brief phrases)

1. Cognitive skills

1. Master spelling
of commonly-used
words

1. Master spelling
of commonly-used
words

2. Apply rules
of spelling
and symbols/
sound associations

2. Apply rules
of spelling
3. Apply rules
of 4 basic
sentence patterns

2. General cognitive
development

3. Attitudinal

PRODUCT DESCRIPTION CHECKLIST

Name of Product _____

Targeted Grade for Product _____

What would be changed if this product were used? Use the checklist to make a comparison of features.

NOTE: Check only if applicable; if not, leave blank.

	Practice Using Current Materials	Projected Practice Using Product
<u>Evidence of Validation</u>		
1. -Product shown effective?	_____	_____
<u>Classroom Organization</u>		
1. -Team teaching	_____	_____
-Self-contained classroom	_____	_____
-Other (write in)	_____	_____
2. Pupils grouped		
-by initial ability scores	_____	_____
-whenever new instructional needs are determined	_____	_____
--other (write in)	_____	_____
3. Individual student work		
-occasionally	_____	_____
-prescribed following diagnosis	_____	_____
-other (write in)	_____	_____
4. Tutoring		
-by older students	_____	_____
-by peers	_____	_____
-by community volunteers	_____	_____
5. Use specialized space		
-learning center(s)	_____	_____
-media center	_____	_____
-other (write in)	_____	_____
<u>Student Activities</u>		
1. Principal pupil activity		
-recitation	_____	_____
-drill exercises	_____	_____
-listening to teacher	_____	_____
-workbooks	_____	_____
-audio-visual use	_____	_____
-"silent reading" or text reading	_____	_____
-other (write in)	_____	_____
2. Student production(s)		
-copied words, sentences, etc.	_____	_____
-completed workbook exercises	_____	_____
-written themes, stories	_____	_____
-oral "telling"	_____	_____
-other (write in)	_____	_____

	Practice Using Current Materials	Projected Practice Using Product
3. Taking "tests"		
-at end of each topic		
-at end of semester or year		
-to test mastery of each objective		
-other (write in)		
<u>Teacher Activities</u>		
1. Planning lessons		
-assisted by teachers' manual		
-independently done		
-other (write in)		
2. Requires special preparation of lessons		
-with materials, objects		
-with audio-visual devices		
-with kits of papers		
-other (write in)		
3. Giving content information		
-a great deal		
-infrequently		
-other (write in)		
4. Questioning		
-principally factual		
-frequently for problem-solving		
-other (write in)		
5. Record-keeping on pupil achievement		
-frequent and detailed		
-moderate		
-other (write in)		
6. Testing of pupils		
-for placement in instr. groups		
-at end of major topics		
-at end of semester/year		
-other (write in)		
<u>Materials</u>		
1. -Books		
2. -Workbooks, sheets		
3. -Films/filmstrips/slides		
4. -Audio tapes/records		
5. -Kits		
6. -Pupil record-keeping system		
7. -Diagnostic/placement tests		
8. -Teacher's Manual		
9. -Other (write in)		
<u>Administration</u>		
1. Principal's role		
-team leader		
-providing logistic support		
-other (write in)		
2. Special provisions of management (write in)		

Practice Using
Current
Materials

Projected
Practice Using
Product

Parental Involvement

1. Assist in instruction
 - as aides
 - as tutors
 - other (write in)
2. Assist in clerical work
 - testing
 - record keeping
3. General support
 - by parental organization(s)
 - by community organization(s)
 - no special provisions
 - other (write in)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Model and Strategy for Learning (describe briefly)

_____	_____
_____	_____
_____	_____

Objectives (write in as brief phrases)

1. Cognitive skills

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. General cognitive development

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Attitudinal

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Evaluation Questions for Matching Problems - Solutions

MATCH OF SCHOOL OBJECTIVES TO PRODUCT

Question: Do the objectives (goals, purpose) of this educational product match:

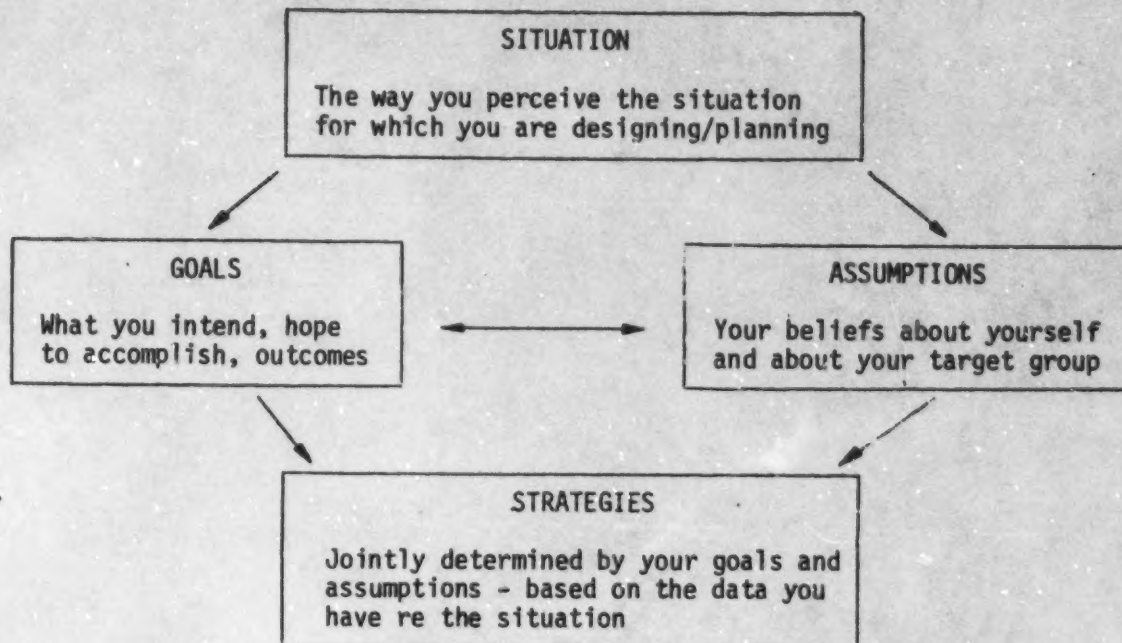
1. the specific changes and goals? (See the Request for Search.)
2. the features desired by the school as reported in the section Nature of the Solution? (See the Request for Search.)

MATCH THE PRODUCT TO A LOCAL SCHOOL

Question: Do the materials and approach of this educational product match:

1. the needs of the pupils of this school?
2. the teachers of this school?
3. the principal of this school?
4. the classroom organization?
5. the physical resources of the school?
6. the district administration?
7. the parents and community?
8. the resources for implementation:
 - a) money?
 - b) human energy?

BOLMAN MODEL



QUESTIONS:

Situation:

Who are these people? What do they say they want?
What do they say they need? Is our perception of what they need the same as theirs?

Assumptions:

What do we feel towards these people?
What do we think would help them?
How do we think they feel?
How do we expect them to respond?
How do we feel about ourselves relative to this situation?

Goals:

How can we respond to them? What ideas do we want them to learn?
What do we want them to know how to do?
What do we want them to know? Understand? Appreciate? Gain?

Strategies:

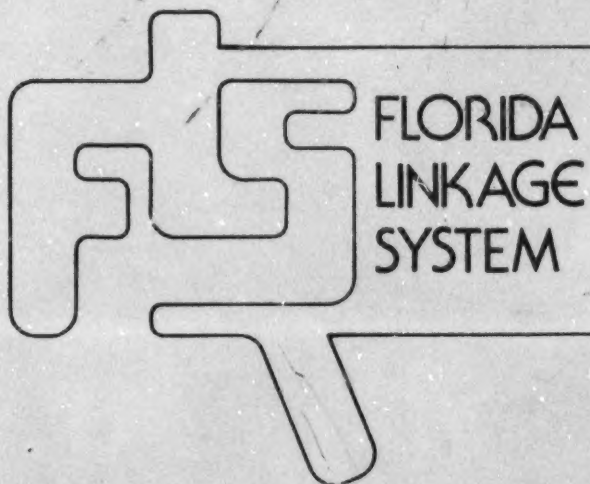
What are the major things we want to do? What are the parts of the overall plan?

Most of this process deals with the situation or facts of what the product is, and the strategies or how they operate. The goals are also easily discovered. The part which is not so explicit in either the search request or in the product samples is the assumptions. The assumptions are dispersed throughout the descriptions and may conflict with the prospective user's pet assumptions which have not heretofore been shared. Hidden agendas emerge, and the facilitator team may suddenly hear faculty members describe the nature of the desired solution in completely different terms.

Don't be discouraged when this happens. It only means you are getting closer--closer both to one another and to a real understanding of the problem and how to solve it.

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

**Module 24: PLANNING FOR
SOLUTION IMPLEMENTATION
Set XII**



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director:	William H. Drummond
Asst. Director:	Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

June 1978

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Secretary of State
1978

PLANNING FOR SOLUTION IMPLEMENTATION

GUIDELINES FOR DEVELOPING
SOLUTION IMPLEMENTATION PLANS

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OBJECTIVES

1. To clarify the decision to choose a particular solution, to check its fit with the stated problem
2. To present a planning format for solution implementation
3. To review an example of solution implementation planning
4. To suggest a means for gathering input from prospective users of the solution

OVERVIEW

This module is designed to help linkers be as effective and efficient as possible at the Solution Selection and Solution Implementation Plan stages.

Section I, Defining the Context is for the purpose of reviewing the problem and the solution, to clarify the decision, and to implement the solution which has been chosen.

Section II, Guidelines for Writing Solution Implementation Plan (SIP) contains the items and the definitions needed for clarifying each step. The same guidelines may be used for developing a formal proposal to request support from a variety of funding agents.

Section III, Simulation of Gatorville Elementary School's SIP is an example of how the plan might look when completed.

Section IV. All members of the facilitator team should participate in the development of the plan and approve its first draft before it is submitted to the faculty. When every faculty member has had an opportunity to react, make suggestions, and finally approve the plan, the school is ready to begin the implementation process.

I.

DEFINING THE CONTEXT

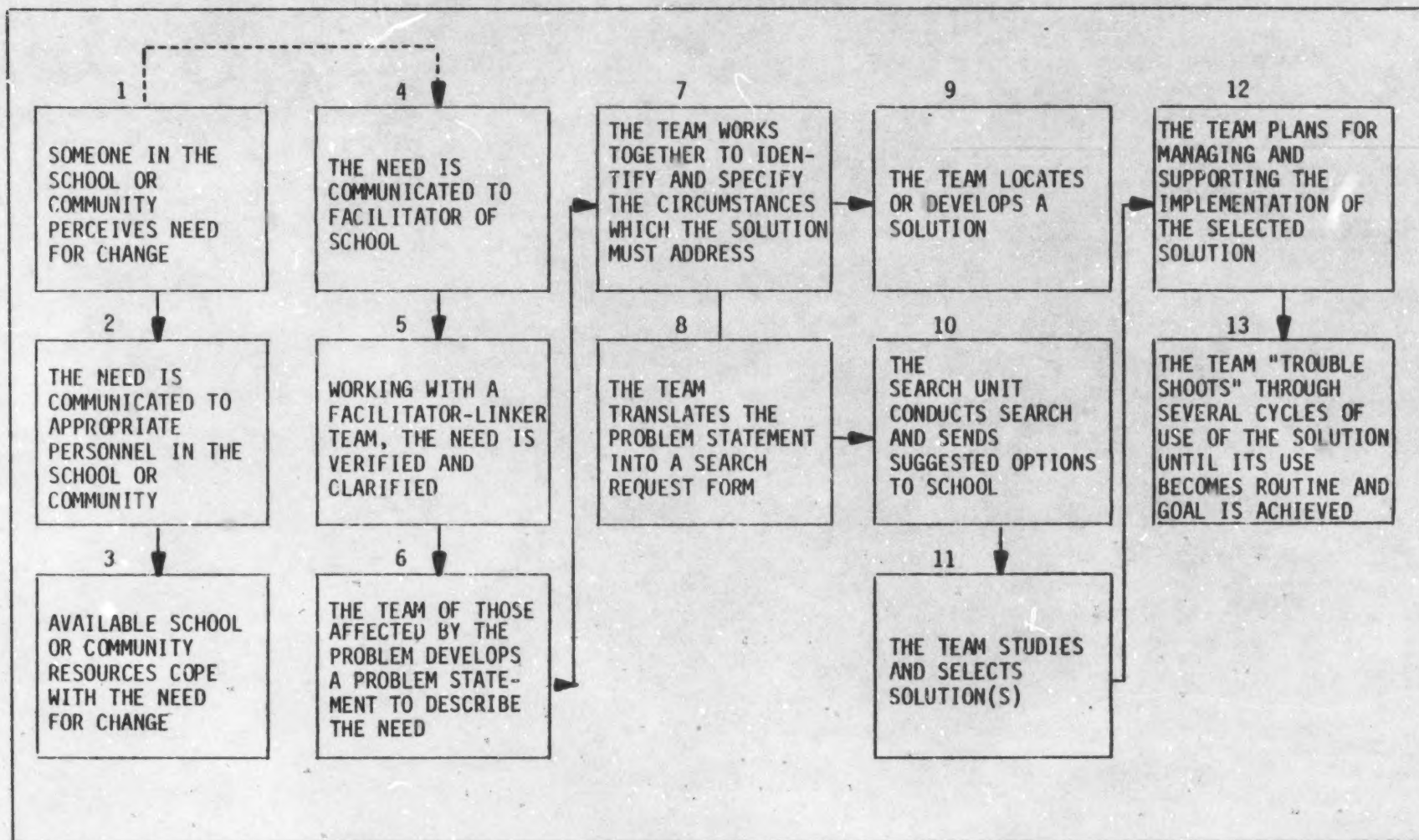
This paper addresses the Solution Selection component of the Florida Linkage System Model (Step 11 on the following page). Some entry level assumptions are stated; recommendations are made for prioritizing needs; the elements of the Solution Selection component are defined and their overall importance discussed; criteria are given for determining the appropriateness of a particular solution and the adequacy of the selection process.

Assumptions

1. Individual problems at the site school have been properly identified, analyzed, and validated. Search Requests have been entered and selections are being made among alternative products and/or processes.
2. As a result of having validated problem statements, validated needs have been identified according to some criteria such as:
 - a) Importance of the need in terms of the ultimate benefit to students
 - b) Urgency of the need in terms of consequences of ignoring the need for immediate future
 - c) Tractability of the problem/need in terms of success in the near future
 - d) Confidence in teacher's support for problem
 - e) And/or other criteria that will increase the probability of success as a result of FLS participation

THE FLORIDA LINKAGE SYSTEM:

TEAMWORK TO SOLVE SCHOOL PROBLEMS



The Solution Selection Component

Solution Selection is the 11th step of the FLS plan. Specific tasks are identified as "Tentative Selection," "Solution Analysis," and "Final Solution Selection" phases, respectively. Taken together, they are seen to represent a critical decision point for project personnel--commitment to a specific option with which they should live at least through several cycles of use, until reliable evaluation data is acquired. The degree to which successful implementation and eventual incorporation come about are seen to be tied directly to both the process of choosing a solution and to the content and processes in the specific solution chosen.

In terms of project success at the local school level, the Solution Selection phase has a number of critical dimensions:

- It marks the transition from planning to action;
- It forces project staff into a commitment of considerable import and duration;
- It requires adoptive behavior, which often means changing the usual patterns of instructional activity, staff organization, and/or personnel interaction;
- It often results in adaptive behavior, wherein the chosen project is significantly modified in order to fit the characteristics of the host organization;
- It creates a climate of expectancy which is difficult to realize on a short-term basis;
- It signals a change in relationships with facilitating and linking organizations and personnel;
- The Solution Implementation Plan is the operational outcome of having gone through the Solution Selection component.

Decision Alternatives

The selection of a product or a process involves more than the simple dimension of choosing a good or not so good solution. Also involved in the adequacy of the procedure by which a selection was made.

If there is dissatisfaction among the staff who work directly on the project with the manner in which a final decision was made, this is likely to result in problems during the implementation phase. Likewise, if there is a serious discrepancy between the characteristics of the solution and those of the site school, obstacles to successful implementation are likely to arise. To summarize: Choosing the final solution in an inappropriate manner can be expected to result in problems of resources, training, and performance outcomes.

Thus, when the two dimensions are considered (Appropriateness of the Solution and Adequacy of the Solution Selection process), four decision alternatives are possible:

	I	II	III	IV
Appropriateness of Solution	Consistent with needs, resources, etc.	Not consistent	Consistent	Not Consistent
Adequacy of Selection Process	Representative of all concerned	Representative	Not representative	Not representative

Of these four possible decision alternatives, only one (I: That which is consistent with needs, resources, etc. and that which is chosen in a representative fashion) is fully desirable.

Criteria for Evaluating the Selection of a Solution

1. Congruence - The appropriateness of the solution to the value system of the setting for implementation.

The teachers accept the philosophy behind the solution.

The solution is perceived positively by: a) the principal

b) district administrators

c) community representatives

d) parents

e) pupils

The solution is acceptable for use by pupils from all social, ethnic, and religious groups within the school.

The solution is free of any sexual, cultural, or racial bias.

2. Relevance - The extent to which the solution meets the identified need.

The goals and objectives of the solution are directly related to the stated need.

Achievement of solution goals and objectives are likely to result in outcomes which meet the stated need.

The solution addresses the components of the need which have been given priority.

The solution has been: a) validated in a setting similar to that of the school

b) employed to meet a similar need

3. Practicability - Feasibility of implementing the solution in terms of achieving its goals/objectives.

4. Adequacy of Planning for Implementation

Component task/activities are organized by sequence and time.

Instruments for the measurement of outcomes, both terminal and enabling, are described.

An evaluation plan is described in terms of:

- a) sources of data
- b) responsibility for data collection
- c) method(s) of data collection
- d) instruments to be used in data collection
- e) data based decision-options

II.

GUIDELINES FOR SOLUTION IMPLEMENTATION PLAN

Purpose: To describe the problem situation, selected solution, and plan for implementation.

Plan Format

1. Outline of Plan

Each plan should include three parts: A technical section, a management section, and a cost section. The cost section should be completed fully and attached as the last page of the plan.

The plan should be organized as follows:

1.1.0 Technical Plan

1.1.1 Cover Page. Indicate the source of the plan (School submitting, contact person, address, telephone number). Obtain superintendent's signature.

1.1.2 Problem Area. Give the problem statement, describe the source of the problem, and indicate the needs to be addressed by the solution. If the problem has changed since the original search request, explain how it evolved to its present form.

1.1.3 Approach. Describe the solution selected and any adaptations that were necessary. Explain the rationale for its selection. List and briefly describe all proposed implementation, evaluation, and maintenance activities. (Note: The evaluation plan should contain at least one evaluation activity for each anticipated outcome.)

Finally, using the appropriate Product Checklist, show

how proposed activities will differ from those presently in use.

- 1.1.4 Work Plan. Outline (by phase if applicable) all tasks involved in implementing the proposed solution. Use an Activity Chart, like that shown in the simulated Gatorville SIP. Associate each task with a beginning and ending date.

1.2.0 Management Proposal

- 1.2.1 Facilities/Services. Describe needed facilities and services which are available, including space, office equipment, special equipment, data processing, etc. Identify needed facilities and services which are not currently available and indicate how they can be obtained.

- 1.2.2 Personnel Involvement. Identify by title all key personnel. Discuss their responsibilities within the solution implementation activities.

- 1.2.3 Progress Information. Identify what project progress information will be communicated, to whom and at what time. (Do not forget project management tasks.)

- 1.3.0 Cost Estimate. Make sure that your schedule of costs supports the selected solution and its expected outcomes. (See pp 11-12)

- 1.3.1 Budget.

- 1.3.2 Justification

2. General Format

(A sample SIP is shown on pp 13-27.)

1.3.0 COST ESTIMATE

1.3.1 Budget

ITEM	AMOUNT
Teacher Stipend: _____ days @ _____ per day	
Substitutes for _____ teachers @ _____ per day for _____ days	
Consultant: _____ days @ _____ per day	
Travel: _____ miles @ _____ per mile _____ airfare	
Per Diem: _____ days @ _____ per day	
Printing/Duplication	
Materials (itemize on separate sheet if over \$150.00)	
TOTAL	

1.3.2 Justification: (Why do you need what you're asking for?) Explain under each category.

Teacher Stipend:

Substitutes:

Consultant:

Travel:

Per Diem:

Printing/Duplication:

Materials:

III.
(SIMULATION)

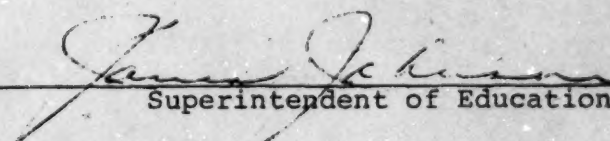
MODULE 24 (p. 13)

SOLUTION IMPLEMENTATION PLAN

for

School Gatorville Elementary School
Address 321 Midland Avenue
Jonesville, Florida 32946
Contact Person Marie James Telephone 894-3256
Teacher Education Center Rurales TEC

SIGNED:



Superintendent of Education
Rurales County

1.1.2 PROBLEM AREA

A. Statement of the Problem

Results of the Stanford Achievement Test revealed that 46% of the pupils at Gatorville Elementary scored below the national norm in reading. The Statewide Assessment Program indicated that average pupil performance in grades 1 - 5 was at the 62nd percentile in communication skills and at the 67th percentile in mathematics. Reading comprehension received the lowest score in both areas.

B. Source of the Problem

The following factors contribute to low achievement in reading at Gatorville Elementary:

1. Forty-two percent of the pupils are from low socioeconomic households. In general, these households are characterized by a) the absence of reading materials, and b) parents possessing little formal education.
2. Twenty percent of the pupils are from Spanish-speaking households where English is infrequently spoken.
3. Materials currently used in the teaching of reading require prerequisite skills not possessed by Gatorville pupils.
4. Current modes of instruction in reading are group-paced. Gatorville pupils exhibit a disparity in learning rates which are not accommodated by group pacing.

C. Needs to be Addressed by the Solution

1. The individualization of instruction in reading.
2. The use of materials appropriate to the prerequisite skills of Gatorville pupils.
3. The use of materials which are effective with bilingual pupils.

1.1.3 APPROACH

A. Solution Selected:

PIR Series (Progress in Reading)

B. Description of the Solution

The PIR Series, developed at Cleveland State University, was fieldtested in 1974. Since that time, it has been used throughout the nation. It was designed for use with pupils in grades 1-5 who score low in reading skills. PIR is an individualized instructional program which can be adapted for use with bilingual pupils. It consists of the following materials:

1. Teacher-training modules in classroom management.
2. Pupil record-keeping system.
3. Self-instructional pupil workbooks in four basic areas:
 - a. Decoding
 - b. Comprehension
 - c. Study Skills
 - d. Reading for pleasure
4. Diagnostic pre-tests for each unit of instruction.
5. Criterion-referenced post-tests for each unit of instruction.
6. Game kits for supplementary activities.
7. Media-integrated group exercises in each of the basic areas (media consist of film and audio cassettes).

C. Rationale for Solution Selection

The PIR Series assumes a low level of prerequisite skills, well within the range of those possessed by Gatorville pupils. Instruction is individualized and adaptable to bilingual pupils. Teacher training requirements are not extensive, requiring a three-day period. Instructional materials are attractive, easy to use, and relatively inexpensive.

D. Proposed Implementation Activities

<u>Activity</u>	<u>Purpose</u>
1. Evaluation Planning	1. To plan for the collection and analysis of data regarding the effectiveness of PIR at Gatorville, to construct data collection instruments.

- | | |
|---|--|
| 2. Development of monitoring system | 2. To develop procedures for documenting the implementation of PIR in the classroom. |
| 3. General faculty orientation | 3. To acquaint entire Gatorville faculty with PIR. |
| 4. Teacher training (3 days) | 4. To prepare teachers for using PIR instructional materials. |
| 5. Conduct evaluation activities (concurrent with and subsequent to implementation) | 5. To collect and analyze data regarding the effectiveness of PIR at Gatorville. |

E. Proposed Evaluation Activities

Evaluation will secure four types of data: (1) measure of pupil performance, (2) assessment of teacher attitudes toward the use of PIR, (3) identification of problems encountered in implementation, and (4) identification of unanticipated outcomes, both positive and negative.

1. Measure of pupil performance

- (a) The Stanford Achievement Test and the Statewide Assessment will function as pre- and post-tests in each participating grade level. Both tests will be administered prior to implementation of PIR (September, 1977) and upon its conclusion (June, 1978).
- (b) The criterion-referenced tests within the PIR Series will provide additional data for performance measurement.

2. Assessment of teacher attitudes toward PIR

A survey instrument will be administered to teachers implementing PIR. Informal interviews will supplement survey data.

3. Identification of problems encountered in implementation

Teachers implementing the PIR will receive a form which requests them to list problems encountered in implementation and unanticipated outcomes (both positive and negative). Each teacher will meet with facilitators and the TEC linker to discuss his/her responses. These monthly meetings will be used to determine where modifications and/or technical assistance are necessary for program maintenance.

4. Unanticipated outcomes

Teachers implementing PIR will receive a form which requests them to list problems encountered in implementation and unanticipated outcomes (both positive and negative). Each teacher will meet with facilitators and the TEC linker to discuss his/her responses.

1.1.4 WORK PLAN

Schedule of Projected Activities

ACTIVITY	PARTICIPANT(S)	DATE(S)
Order instructional materials	Principal	July 25, 1977
Plan evaluation	University Consultant, LEA Curriculum Consultant, TEC Linker, School Facilitator, Principal	August 10-12, 1977
Develop monitoring system	University Consultant, TEC Linker, School Facilitators (3), Principal	August 10-12, 1977
Teacher training	PIR Series Consultant, Reading Teachers (10), School Facilitators	August 24-27, 1977
General faculty orientation	School Facilitators, Principal, TEC Linker, All Gatorville faculty	August 29, 1977
Implementation/monitoring	Reading Teachers (10), LEA Curriculum Consultant, University Consultant	September, 1977-June, 1978
Evaluation and Maintenance	Reading Teachers (10), University Consultant, Site School Facilitators, TEC Linker	September, 1977-June, 1978

PRODUCT DESCRIPTION CHECKLIST

Name of Product PIR Series (Progress in Reading)Targeted Grade for Product Grades 1-5

What would be changed if this product were used? Use the checklist to make a comparison of features.

NOTE: Check only if applicable; if not, leave blank.

	Practice Using Current Materials	Projected Practice Using Product
<u>Evidence of Validation</u>		
1. —Product shown effective?	<u>No</u>	<u>Yes</u>
<u>Classroom Organization</u>		
1. —Team teaching		
—Self-contained classroom	<u>No</u>	
—Other (write in)		<u>Elementary for 2nd</u>
2. Pupils grouped		
—by initial ability scores		
—whenever new instructional needs are determined		<u>Yes</u>
—other (write in)		
3. Individual student work		
—occasionally		
—prescribed following diagnosis		<u>Yes</u>
—other (write in)		
4. Tutoring		
—by older students		
—by peers		
—by community volunteers		
5. Use specialized space		
—learning center(s)		
—media center		
—other (write in)		<u>multi-purpose room</u>
<u>Student Activities</u>		
1. Principal pupil activity		
—recitation	<u>Yes</u>	
—drill exercises	<u>Yes</u>	<u>Yes</u>
—listening to teacher	<u>Yes</u>	
—workbooks	<u>Yes</u>	<u>Yes</u>
—audio-visual use		<u>Yes</u>
—"silent reading" or text reading		<u>Yes</u>
—other (write in)		
2. Student production(s)		
—copied words, sentences, etc.	<u>Yes</u>	<u>Yes</u>
—completed workbook exercises	<u>Yes</u>	<u>Yes</u>
—written themes, stories		
—oral "telling"		
—other (write in)		

	Practice Using Current Materials	Projected Practice Using Product
3. Taking "tests"		
-at end of each topic	✓	
-at end of semester or year		
-to test mastery of each objective		✓
-other (write in)		
<u>Teacher Activities</u>		
1. Planning lessons		
-assisted by teachers' manual	✓	✓
-independently done		
-other (write in)		
2. Requires special preparation of lessons		<i>Management Plan</i>
-with materials, objects		
-with audio-visual devices		✓
-with kits of papers		✓
-other (write in)		
3. Giving content information	<i>Assigning lessons</i>	
-a great deal		
-infrequently	✓	✓
-other (write in)		
4. Questioning		
-principally factual		
-frequently for problem-solving		✓
-other (write in)		
5. Record-keeping on pupil achievement		
-frequent and detailed		✓
-moderate	✓	
-other (write in)		
6. Testing of pupils		
-for placement in instr. groups		
-at end of major topics	✓	
-at end of semester/year		
-other (write in)		<i>for diagnostic - prescription</i>
<u>Materials</u>		
1. -books	✓	
2. -Workbooks, sheets	✓	✓
3. -Films/filmstrips/slides		✓
4. -Audio tapes/records		✓
5. -Kits		✓
6. -Pupil record-keeping system		✓
7. -Diagnostic/placement tests		✓
8. -Teacher's Manual		✓
9. -Other (write in)		<i>Instructional materials</i>
<u>Administration</u>		
1. Principal's role		
-team leader		
-providing logistic support		✓
-other (write in)		
2. Special provisions of management (write in)		

	Practice Using Current Materials	Projected Practice Using Product
<u>Parental Involvement</u>		
1. Assist in instruction		
-as aides		✓
-as tutors		
-other (write in)		
2. Assist in clerical work		
-testing		
-record keeping		✓
3. General support		
-by parental organization(s)		✓
-by community organization(s)		✓
-no special provisions		
-other (write in)		

Model and Strategy for Learning (describe briefly)

	<u>Chap. paired</u>	<u>Diagnostic - prescriptive</u>
	<u>instruction! Requires</u>	<u>individualized instructions.</u>
	<u>entry skills too high for</u>	<u>Requires low level entry</u>
	<u>Hotchkiss pupils.</u>	<u>skills.</u>
<u>Objectives (write in as brief phrases)</u>		

1. Cognitive skills

Decoding

Comprehension

Study skills

2. General cognitive development

word building

oral language

development

3. Attitudinal

Reading for

pleasure

1.2.1 FACILITIES/SERVICES

A. Needed facilities which are available

1. Multi-purpose rooms
2. Teacher planning area
3. Media Center
4. Audio-visual equipment

B. Needed services which are available

1. Principal
2. School facilitators
3. TEC linker
4. LEA curriculum consultant

C. Needed services which are not available

1. Ponce de Leon University consultant in evaluation to be obtained through TEC.
2. Cleveland State University consultant for PIR Series to be obtained through TEC.

1.2.2.1 PERSONNEL INVOLVEMENT

A. Principal

The principal will meet regularly as a member of the facilitator team, and manage all decisions regarding implementation/training.

B. Facilitators

The three school facilitators are the nucleus for communication and project activities. They formulate, with extensive faculty input, all decisions regarding implementation/training. They are consulted in evaluation and monitoring.

C. PIR Series Consultant

The PIR Consultant will train 10 classroom teachers in the use of PIR instructional materials and classroom management techniques. Facilitators will be present during training.

D. LEA Consultant, University Consultant

These consultants will assist in the planning and implementation of project monitoring and evaluation.

E. Teacher Trainees

Classroom teachers (10) who receive training in the implementation of PIR.

F. TEC Linker

Will coordinate implementation activities, provide technical assistance, visit the project periodically, and provide input for evaluation/monitoring. The TEC linker will be periodically informed about implementation progress.

G. D.O.E.

D.O.E. will provide assistance, as needed, to support the project.

H. District Superintendent and Local School Board

Will provide district leadership and support to the project through cooperation with the Teacher Education Center.

1.2.2.2 TIME DISTRIBUTION FOR PERSONNEL

The following figures are estimates for % of time to be spent on implementation activities by project personnel:

Principal - 25%
 Facilitators - 30%
 TEC Linker - 30%
 Classroom Teachers - 20%
 LEA Consultant - 10%
 University Consultant - 20%
 PIR Consultant - Full-time during 3 day training session

1.2.3 PROGRESS INFORMATION

Information to be Communicated	Source(s) of Communication	Recipient(s) of Communication	When Communication
Quality of training	Facilitators	TEC Linker	Once, upon conclusion of training
	TEC Linker	DOE	
Progress in implementation/evaluation	Facilitators & Principal	TEC Linker	Monthly
	TEC Linker	DOE	
Data obtained in evaluation/monitoring	LEA/University Consultants	Facilitators & Principal	Periodically
	Facilitators	TEC Linker	
	TEC Linker	DOE	
Implementation progress and evaluation data	Principal	District Superintendent	Bi-monthly
		School Board	Periodically

1.3.0 COST ESTIMATE

1.3.1 Budget

ITEM	AMOUNT
Teacher Stipend: <u>3</u> days @ <u>\$87.50</u> per day	\$1100.25
Substitutes for <u>5</u> teachers @ <u>20</u> per day for <u>6</u> days	600.00
Consultant: <u>8</u> days @ _____ per day	
Travel: <u>3800</u> miles @ <u>\$.14</u> per mile _____ airfare	332.00
Per Diem: <u>24</u> days @ <u>\$25</u> per day	500.00
Printing/Duplication	250.00
Materials (itemize on separate sheet if over \$150.00)	2159.75
TOTAL	\$4942.00

1.3.2 Justification: (Why do you need what you're asking for?) Explain under each category.

Teacher Stipend: Ten teachers to attend 3-day inservice training workshop.

Substitutes: Release time for grade level chairmen to meet once each six weeks to monitor project progress and make recommendations for modifications, if needed.

Consultant:

Consultant services will be required from:

- a) Ponce de Leon University (4 days)
- b) Cleveland State University (5 days)

Travel:

Travel for consultants

Per Diem:

Eight days for consultants

Printing/Duplication:

To be used for duplication of all materials needed for staff and pupils.

Materials:

See attached sheet.

Materials

Item	Cost per item	Quantity Needed	Total Costs
Teacher's Manual	\$15.00	10	\$150.00
Guidelines for Implementation of PIR	5.00	10	50.00
Managing Individualized Instruction: a Manual for Training	9.95	10	99.50
Instructional media kits, level A-H	45.00	8	360.00
Workbooks	4.00	375	1500.00
TOTAL			2159.00

FACULTY ROSTER

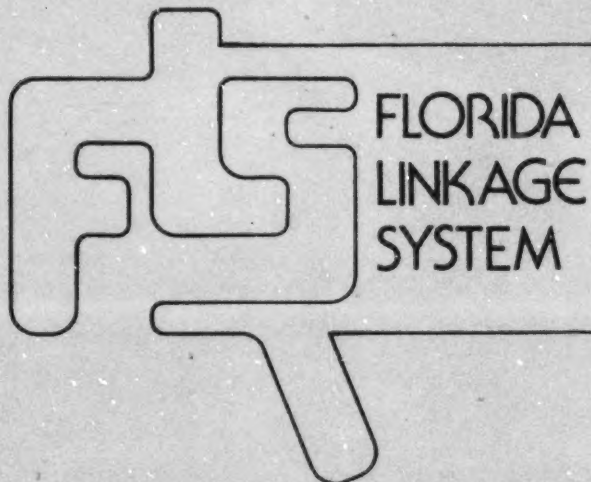
The facilitator team would appreciate the comments and suggestions of every faculty member. If there are questions about the plan, the facilitator team will meet to discuss them. The plan will not be implemented until there is consensus agreement among those who will use the proposed product, or those who will be affected by its use.

NAME OF FACULTY MEMBER	I APPROVE THE SIP	I DO NOT APPROVE THE SIP	I HAVE QUESTIONS REGARDING ITEM NO.
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			
8. _____			
9. _____			
10. _____			
11. _____			
12. _____			
13. _____			
14. _____			
15. _____			
16. _____			

**A TRAINING PROGRAM
TO FACILITATE PROBLEM SOLVING
AND DECISION MAKING IN SCHOOLS**

Module 25: INFLUENCING THE FACULTY

Set XII



A TRAINING PROGRAM TO FACILITATE
PROBLEM SOLVING AND DECISION MAKING IN SCHOOLS

Developed by:

The Diffusion Training Unit
University of Florida

Director: William H. Drummond
Asst. Director: Anna Nuernberger

FLORIDA LINKAGE SYSTEM PROJECT
Florida Department of Education

Sponsored by: National Institute of Education, HEW

June 1978

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State of Florida
Secretary of State
1978

INFLUENCING THE FACULTY

ACTIVITY	TIME	RATIONALE
1. Introduce the session	2 minutes	To permit participants to develop appropriate expectations
Warm-up	5 minutes	To encourage divergent thinking
2. Helping trios (Round Robin)	30 minutes	To hear from and record everyone's perceptions about the situation
3. Read HANDOUT 3, Basic Principles	5 minutes	To present some concepts of factors which are at work in situations requiring influence
4. Discuss the paper	10 minutes	To select concepts which apply to their own situation
5. Individuals list forces for and against the goals/ strategies listed	10 minutes	To develop a concrete list of forces at work in the situation; to reinforce the use of problem analysis techniques which are applicable in a great variety of situations

INFLUENCING THE FACULTY

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Explain that the session will review the problem analysis processes they have used before. The problem of influencing the faculty can be solved using many of the same methods.
Paper Cups	Pass out the paper cups and ask participants to think of an unusual way to use the cups, to encourage them in divergent thinking during this activity. Demonstrate. Then ask each participant to share their idea with the group.
HANDOUT 2, Interview questions NEWSPRINT, pens & tape	Ask participants to arrange themselves in a helping trio of interviewer, interviewee and recorder. Explain that everyone will take each role for five minutes. If all participants are from the same school, they needn't repeat one another's description, but only add onto it. If perceptions differ, this should be noted. Call time every five minutes until round robin is complete. Then explain that they have five minutes to post and share their descriptions of previous efforts to influence the faculty.
HANDOUT 3, Some Basic Principles of Influence	Ask individuals to read the handout on basic principles of influence. Discussion should focus on the selection of several principles which may be at work in their own situations. Explain that many of the principles may be at work in their own situations. At a later time, they can study the list more carefully and decide which principles should be dealt with. For training purposes, they should focus on several principles which stand out for them right now. In their discussions, they should clarify why they think certain principles may have bearing on their own situations.
Newsprint, pens & tape	Ask individuals to quickly list some of the forces for and against their goals/strategies as listed in the interview. Again, there is no need for an exhaustive study now. What we are doing is reviewing a strategy for analyzing the problem which can be practiced more completely later.

INFLUENCING THE FACULTY

ACTIVITY	TIME	RATIONALE
6. Share with trio and define problem	15 minutes	To describe problems according to characteristics which provide clues about what should be done to solve these problems.
7. Total group discussion to categorize problems, form small groups	5 minutes	To group problems with similar characteristics
	1 minute	
8. Individuals, Read HANDOUT 5, Diffusion of Innovations	5 minutes	To stimulate creative thinking toward the development of persuasion strategies
9. Small groups brainstorm strategies	5 minutes	To suggest a multitude of diverse possibilities

INFLUENCING THE FACULTY

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 4, Guidelines for Problem Statements	Ask individuals to review the criteria for defining a problem and share their definitions with the trio. If the participants are from different schools, those with the same kinds of influence problem should join together for the rest of the session. If participants are all from the same school, those who have described the problem the same way should come together for the rest of the session. If there are several different perceptions of the problem within the same school, this probably indicates that there is more than one problem at work and each problem will need to be solved in order to get the solution into use in the school.
HANDOUT 5, The Diffusion of Innovations	Ask participants to read the paper. When they have finished, comment that they are now experiencing some of the same problems that all change agents have gone through. History reflects many instances of the diffusion of innovations which depended for their success upon the practical and credible <u>demonstration</u> of the innovation as a <u>means</u> of problem solving. The most practical and credible demonstration they can provide for their faculties is the actual use of the solution options in their school, or in a school similar to their own. The rest of the time should be spent on brainstorming strategies for producing a credible demonstration. Ask participants to focus on brainstorming strategies for increasing incentives and removing obstacles. Remind them of the guidelines for brainstorming (Module 11) and the purpose of the activity, to suggest a variety of possibilities which can be developed into strategies later.

INFLUENCING THE FACULTY

ACTIVITY	TIME	RATIONALE
10. Closure	10 minutes	To allow participants to develop psychological closure at the conclusion of the session
11. Data Collection	2 minutes	To gather data about how participants view the training so far

MATERIALS	INSTRUCTIONAL STRATEGY
HANDOUT 1, Schedule & Objectives and Overview	Bring together all participants and get their attention. Before ending the session, review the purposes of the activity and its applicability in the school situation. Name the various processes and activities used in the session and explain how they can be adopted and adapted for use in the school. Ask if participants have questions or need further clarification of the purposes and uses of the activity. Develop clear and succinct responses which help to develop psychological closure.
Data Collection forms	Remind participants to fill out data collection forms.

INFLUENCING THE FACULTY

SCHEDULE

<u>Time</u>	<u>Activity</u>
7 minutes	Introduction and Warm-up
30 minutes	Trio interviews
5 minutes	Read: Some Basic Principles of Influence, HANDOUT 3
10 minutes	Trio discussions of basic principles of influence
10 minutes	Individuals: What are the forces "for" and "against" your strategies/goals
15 minutes	Trios share forces, define kind of problem
6 minutes	Individuals with similar problems form small groups
5 minutes	Total group: Read "The Diffusion of Innovations," HANDOUT 5
5 minutes	Small groups: Brainstorm strategies for increasing incentives and removing obstacles
10 minutes	Closure
<u>2 minutes</u>	Data Collection
105 minutes	

OBJECTIVES

1. To review some basic principles of influence which may affect the diffusion of innovations.
2. To review some problem-solving techniques.
3. To begin developing strategies for dealing with faculty resistance to change.

OVERVIEW

This module is to be used after the solution options have been selected and the facilitator team has met with an apathetic response to its efforts to get the faculty to try out and use the selected solution(s). The processes used in the module groups participants into trios to give the most air time and provide everyone who wishes to speak with an opportunity to do so. The paper on influence presents facts about the development of influence; the task of the participants is to relate this information to their own situations in order to discover the circumstances which may pertain to them and which could produce obstacles to influence. The activities which review the RUPS problem analysis skills should provide insights into the causes of the problem and suggest diverse goals and strategies. The paper which reviews the diffusion process is meant to stimulate creative thinking about means of developing an actual demonstration site for the innovation in the school.

INTERVIEW QUESTIONS

HELPING TRIOS (Interviewer, interviewee, recorder)

- 5 minutes for each interview; share and discuss, post on newsprint.

1. Briefly describe the situation in relation to the solution selection.
 - What are the general characteristics of the selected solution?
 - What positive action was taken to respond to expressed concerns of individual faculty members in relation to the situation?
2. What were the strategies you chose for influencing the faculty to try out the solution?
 - How did you attempt to achieve awareness and interest in the solution?
 - Did you specifically involve opinion leaders and gatekeepers? If so, how? With what result?
 - What positive action was taken to respond to expressed concerns of individual faculty members in relation to these strategies?
3. What steps were taken to assure that the faculty accepted the goal(s) of these strategies as their own?
4. What are the assumptions underlying this choice of strategies?
 - What incentives were provided?
 - How was interpersonal support provided?
 - How was the need for expert information provided?

SOME BASIC PRINCIPLES OF INFLUENCE:

1. Influence is stimulated when supervision is depersonalized. Control results by the "authority of the situation." That is, one person does not give orders to another; both agree to accept orders from the situational needs. Agreement about who-does-what-when comes about through sharing a common view of goals and role functions.
2. Influence is not a property of the influencer, but the relationship between the influencer and the influencee.
3. The depersonalized approach and relationship attitude to influence frees individuals to behave in ways which are more personally supportive.
4. When groups or individuals are working in areas in which:
 - they have much experience, or
 - they have high self-confidence, or
 - they have a clear understanding of how they should behave (act),they may prefer:
 - less socio-emotional support
 - less structure
 - more autonomy.
5. Conversely, when groups or individuals are working with new tasks in which:
 - they have less experience, or
 - they have less self-confidence, or
 - they do not have a clear understanding of how they should behave,they may prefer:
 - more socio-emotional support (the team approach),
 - more structure, including specific procedures to be followed,
 - more reliance on expert authority.
6. Providing the preferred conditions is an important incentive for increasing productiveness.

7. Leadership may use these means of influence with these results:

<u>Means</u>	<u>Which are based on</u>	<u>Outcomes</u>	<u>Requirements</u>
Contractual Coercive Legitimate }	Control	Compliance	Surveillance
Manipulation	Attractiveness	Identification	Salience
Persuasion (education)	Credibility	Internalization (conviction)	Relevance

8. Leadership develops credibility (and thus, cooperation):

- through an effective two-way communication system,
- through the ability to relate goals to values which are cherished by the group,
- through behaviors which are consistent with the stated values and relevant to the group's goals,
- by responding quickly with positive action to expressed (or implied) concerns,
- through perseverance and persistent efforts to achieve the goal,
- and by avoiding resistance which is sure to follow such actions as:
 - an arbitrary personal demand, or an action which appears arbitrary to subordinates;
 - implying that not doing an action desired by the leadership will break a previous agreement;
 - the appearance of a "clash of wills."

9. Incentives:

- Their value depends on the needs and values of the individual influencee;
- Are increasingly important if the group's norms are the target of change;
- Are often identified by responding to expressed concerns;
- May be related to the needs for affiliation and achievement;
- In this case, are almost certainly related to Maslow's higher order needs:
 - belongingness and love needs,
 - esteem needs,
 - need for self-actualization.
- Are ultimately achieved by doing what is possible, by controlling what is within the power of the influencer to control, by not "throwing the dead cat in someone else's back yard."

FOUR GUIDELINES FOR WRITING A PROBLEM STATEMENT *

Following are some considerations that can help you to be specific as you respond to the four guideline questions while writing a problem statement.

1. Who is affected? Consider these possibilities before deciding what you want to say about this. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?
2. Who is causing it? We frequently speak of problems as though they were caused by circumstances that didn't relate directly to people. This is hardly ever the case. There is almost always some person or persons who could influence things to be different. Consider the same possibilities as above. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?
3. What kind of a problem is it? There are many ways to classify kinds of problems. The following considerations may prove helpful:
 - there is a lack of clarity or disagreement about goals
 - there is a lack of clarity or disagreement about the means of achieving goals
 - there is a lack of skill needed to carry out a particular means
 - there is a lack of materials
 - there is too great a variety of materials
 - there is a lack of appropriateness of materials
 - materials are too difficult to use
 - there is inaccurate communication
 - there is too little or too much communication
 - there is insufficient time or schedules don't coincide
 - people have a different understanding of the same thing
 - roles are lacking or inappropriate
 - norms are restrictive, unclear or misinterpreted
 - there are conflicts of ideology
 - there is a lack of clarity or a conflict about decision making, e.g. power struggles
 - expression of feelings is inappropriate or inadequate
 - there is conflict related to individual differences
4. What is the goal for improvement? Ideally, this should be stated so clearly that anyone reading your statement would know how to determine when the goal had been reached. It would tell exactly who would be doing what, where, how and to what extent. Until you know where you are going, it's very difficult to make and carry out plans to get there. The clearer you are about your intended target at any given time, the more likely you will be to recognize when it is an incorrect target, should this prove to be the case.

*From Research Utilizing Problem Solving (RUPS), Northwest Regional Educational Laboratory

THE DIFFUSION OF INNOVATIONS

Consider how these innovations have been adopted by the culture:

- automobiles
- vaccinations
- birth control techniques
- indoor plumbing

Briefly, each innovation was first tried out by a few people who:

- may have had more information about the innovation than most people,
- may have had a special need for it, or
- may have been risk-takers and liked to experiment with new ideas.

Other people, who may have shared some of the above characteristics to a lesser degree, watched the innovators. It seemed to these observers that the innovators were experiencing more benefits than problems through their use of the innovation, and so they, too, soon decided to try out the innovation. These early adopters were often opinion leaders.

Over time, more and more people watched these early adopters benefit from the adoption and gradually more people joined them.

Of course, there are still many people who have not chosen to try or use these innovations. They have taken a different path, as is their privilege in a democratic society, which by definition should be committed to persuasion (or education) as its primary source of power.

The diffusion of an innovation is frequently achieved through the "ecological approach." Once an item or practice is a part of the environment, if it is more helpful than not helpful, it tends to become accepted and used by many people. This "ecological approach" is probably the most positive way

to bring new materials and practices into the school. If the innovation is relevant to the situation and visible to prospective users, it will develop credibility and conviction.